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## **STUDY OF FACTORS RELATED TO ARMY DELAYED-ENTRY PROGRAM ATTRITION**

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**November 1985**

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Prepared by

Naval Postgraduate School  
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Monterey, California

for

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## DISCLAIMER

The views, opinions, and findings in this report are those of the authors and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other documents.

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## SUMMARY

### Background

Since its initiation in the mid-1960s, the Delayed Entry Program (DEP) has served a variety of roles in the recruiting process. One of these roles is that of an integrating or socializing mechanism between civilian society and the military structure. Prior to beginning active duty, an individual must form a psychological contract, adopting a commitment to service by perceiving the benefits associated with serving in the Army. Recruiters must divide time and effort between attaining recruiting goals and retaining DEP recruits with the use of efficient DEP management practices. DEP attrition affects several components of the recruiting process, such as goal setting, the recruiting environment, recruiting incentives, and projected manpower supply.

### Purpose

The primary purpose of this study was to examine personal and situational factors in relation to individuals' DEP accession or attrition decisions. It was expected that study findings would provide a better understanding of DEP loss and aid in DEP management.

### Theoretical Framework

In previous research, demographic and other characteristics thought to be related to DEP attrition have been studied. The

characteristics that have been examined include age at DEP entry, AFQT category, medical waiver requirements, educational level, gender, and tenure in DEP.

Military classification and assignment are determined almost solely on cognitive factors, physical examinations, background investigations and biodata. Interests, values, and preferences tend to receive only minimal, informal consideration. Expectations, for many young people, are founded in media advertising, movies, peer and parental pressure, and misinformation. The model employed in this study was derived from literature pertaining to organizational socialization, motivation, and decision-making, and posits that DEP attrition is a function of personal characteristics, as well as changes in a recruit's attitudes, perceptions, and valued outcomes.

### Methodology

Demographic characteristics and length of time in the DEP were obtained from MEPCOM files, while other personal and situational characteristics were addressed in a telephone survey. The survey sample was drawn from the population of Army enlistees participating in the DEP during FY 1984. Three criterion groups were established, consisting of: 1) DEP losses, 2) DEP accessions who had become early active duty discharges, and 3) DEP accessions who had completed one year of active duty. A total of 1,000 telephone interviews were conducted (500 from the first group and



250 each from the latter two groups). Each subsample was stratified by educational status at the time of DEP entry to insure the representation of individuals with different periods of time in the DEP.

## Results

The major findings for the DEP loss group indicated that most individuals who separated while in the DEP did so because:

1. they were dissatisfied with their occupational assignment (39.74 percent);
2. they decided to attend school (39.22 percent);
3. they thought they could find a civilian job (32.21 percent);
4. they experienced a change in attitude toward the Army and/or military service (31.69 percent); or
5. they found a civilian job (31.17 percent).

In addition, the likelihood of a change in attitude was greater if information about Army benefits had not been provided by the recruiter, there was dissatisfaction with the occupational assignment, if the individual felt too many demands were being placed on his or her time with DEP activities, or if the recruit's family and friends did not encourage enlistment.

Demographic variables and tenure in the DEP were related to some of the reasons for separation from DEP. For instance, educational level at DEP entry was related to separation because

of dissatisfaction with the training assignment or a decision to pursue further education.

The results for DEP accessions who separated from active duty within the first six months indicate that the main reasons for separation included:

1. dissatisfaction with Army life (63.86 percent);
2. the expectation of finding a civilian job (41.58 percent); and
3. plans to attend school (34.65 percent).

The attitudinal change was likely to be greater if the individual did not get along well with the recruiter, or felt that the recruiter put too many demands on his or her time, if the recruit did not attend DEP activities that would have been informative, or if the individual thought that he or she could have found a better civilian job.

Demographic variables and tenure in DEP were not found to be related to reasons for separating from active duty.

The analyses performed on the total sample indicated that most recruiters do provide pertinent information and talk with applicants about their the background and interests. While most respondents reported positive experiences at the MEPS, over one-third did not feel that the guidance counselor helped them to choose the best MOS. It was also found that most recruiters kept in touch with their recruits on a regular basis. Only 14 percent of the total sample chose to make MOS or PADD modifications,



while about one half of the respondents knew that such changes could be made.

In all, 20 interview items showed a statistically significant relationship to the criterion (DEP loss, active duty loss, completion of at least 1 year of active duty). For most of these items, however, the magnitude of the contingency coefficient was too small to be of practical significance. Findings which were of practical significance indicated that:

1. individuals who did not get along well with their recruiters were more likely to become DEP losses;
2. those who attended DEP activities more frequently were more likely to complete at least 1 year of active duty; and
3. those who made more than one change in MOS or PADD were more likely to become DEP losses or to complete at least 1 year of active duty, rather than being active duty losses.

### Conclusions and Implications

The findings indicate that satisfaction with occupational assignment is an important factor in accession/attrition decisions. Although force structure is more important than the occupational preferences of individuals, more weight should be given to applicant preferences in job assignment. Dissatisfaction may result because the desired MOS training is currently unavailable. In instances where individuals are unlikely to qualify for the

desired MOS, recruiters should be careful to insure that unrealistic expectations will not be promoted (i.e. selling the Army, not a particular job).

In addition to occupational assignment, the experiences of recruits during their tenure in the DEP are important. Some researchers have viewed the DEP as a mechanism for screening out people who are likely to separate from active duty during or shortly after training. While it is true that some individuals will inevitably be lost and some DEP loss is advantageous, it also seems appropriate to consider the DEP as an opportunity to socialize the recruit prior to active duty. Besides maintaining a good relationship with DEP members and having frequent contact with recruits, recruiters should hold DEP functions which provide information about the Army, develop group cohesiveness, and instill a sense of pride in military service.

The use of such activities should serve to decrease first-term attrition as well as DEP attrition, yet would require recruiters to spend more time in DEP management. One important objective for future research on this topic would be to estimate the additional time that would be required for recruiters to more effectively socialize DEP members. The amount of reduction in DEP losses resulting from utilizing this approach to DEP management should also be estimated. These estimates could be incorporated into existing models for examining Delayed Entry Program policy options.

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## I. INTRODUCTION

### A. Background

The enlistment process may be characterized as a series of choice points, at which some portion of individuals will drop out of the process while the remainder continue on (see Figure 1). The proportion of individuals lost from the Delayed Entry Program (DEP) is small, in comparison to those lost at previous stages of the enlistment process (Berryman, Bell, and Lisowski, 1983). Nevertheless, DEP loss represents a serious problem, since it results in a considerable loss, in terms of recruiting resources, and requires additional effort by recruiters to meet their monthly recruiting goals. The research reported here was undertaken to examine the factors related to DEP loss and to suggest some solutions to this problem.

Delayed entry was initiated during the mid-1960s to facilitate and regulate draft deferment. A delay of up to four months was established. Now, all of the Armed Services allow recruits to delay enlistment for up to a year. The Army prefers to place most of its recruits in the DEP; therefore, only about one percent of the new enlistees are "direct shipments."

Until January 1, 1985, DEP service credits were awarded for the time spent in the DEP. Although this credit was not highly advertized, it entitled DEP enlistees to the benefits of longevity

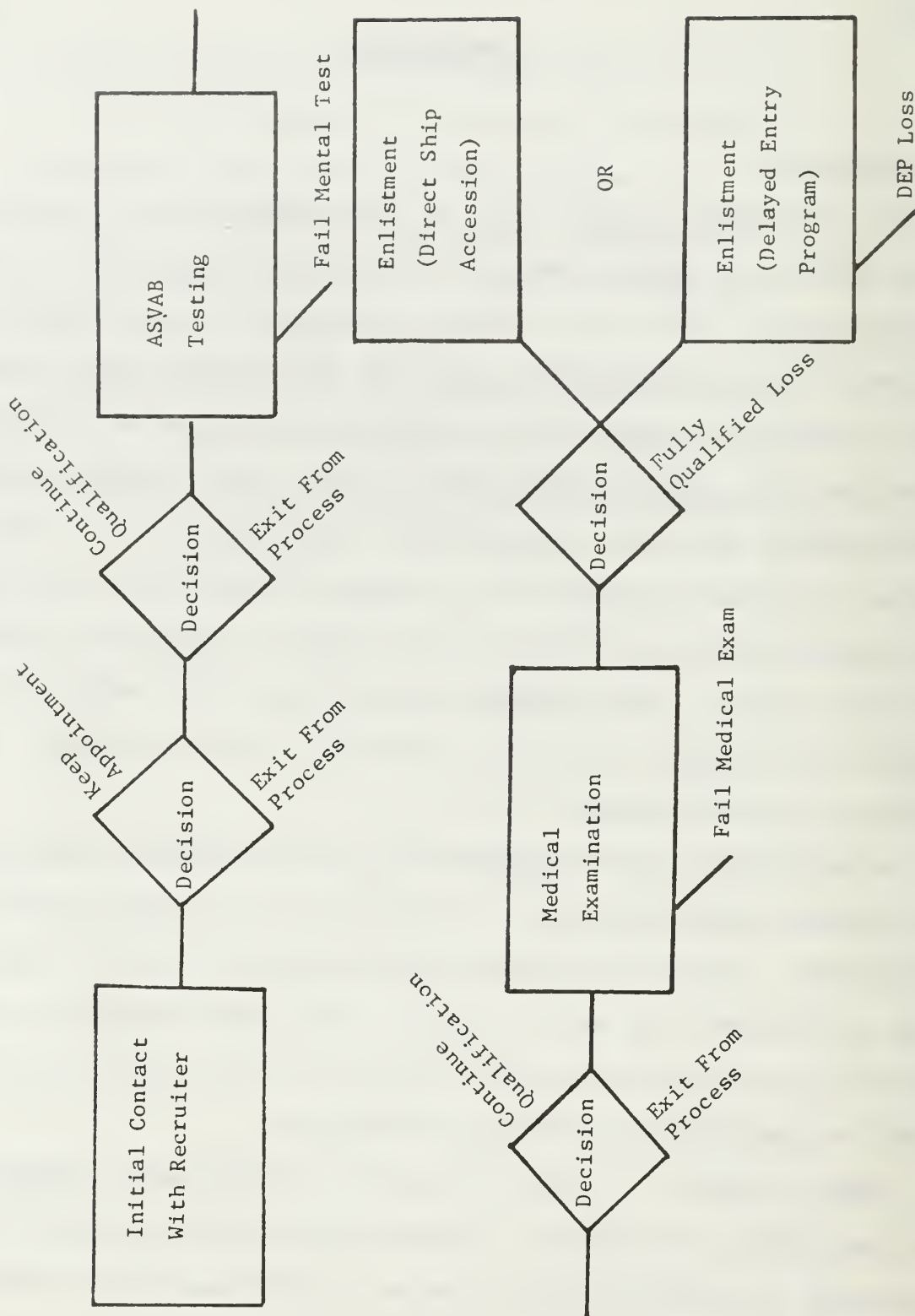


Figure 1. , Sequence of the Recruiting Process

payments for time spent in the DEP. The DEP service credit was not found to be cost effective, since many people had relatively lengthy stays in the DEP, and was abandoned. Apart from the monetary benefit to enlistees, delayed enlistment has served a variety of useful roles in the recruiting process, for both recruiters and enlistees.

Perhaps the most important role of the DEP, from the organizational standpoint, is that of regulating the flow of accessions in order to maximize the efficiency of recruitment and training. Another of the primary roles played by the DEP is that of an integrating mechanism between civilian society and the military structure. Job seekers need to be able to form accurate expectations, evaluate alternatives and be aware of their abilities and limitations. On the other hand, organizations or the Armed Services are concerned most with an applicant's ability to adapt, learn and be productive. A psychological contract must be made by new recruits. In essence, new members of the Army must adopt a commitment to service and perceive the benefits associated with serving in the Army (Baker, 1985).

This psychological contract is essential to each recruit's commitment. The individual's belief in and acceptance of organizational goals and values are required to invoke commitment (Mobley, 1982). Without such commitment, the enlistee may choose early separation because of job dissatisfaction, disappointment over unrealistic expectations or unattained goals. The importance of this socialization process, as it relates to service attrition,

has been noted by Morey (1983), Flyer and Zimmerman (1984) and Budahn (1985). Although DEP loss increases as the time spent in the DEP increases, the opposite is true for first-term attrition rates, suggesting that persons remaining in the DEP for longer periods of time may be more effectively socialized and prepared for service entry or may be expressing greater interest in military service than their counterparts (Flyer and Elster, 1983; Flyer and Zimmerman, 1984; Morey, 1983). Research has indicated that substantial monetary savings could be achieved by increasing the length of DEP time so that most individuals desiring separation could be discharged before further processing and training costs are incurred (Manganaris and Phillips, 1985). However, it should be recognized that a policy which is designed to increase the number of DEP losses places a considerable burden upon recruiters who are responsible to refill these vacancies.

In addition to the role of socialization, Morey (1983) notes several other advantages and disadvantages in delaying entry. One major advantage of the DEP has been in the recruitment of others. The incentive for DEP enlistees to help recruit at least two fellow students is that the individual may enter service at a higher pay grade. Secondly, the DEP accession group experiences lower attrition rates, ostensibly due to the pre-accession socialization which fosters suitable expectations and reaffirms the individual's initial interests in military service. The period of delayed entry may be thought of as a time of indoctrination to prepare individuals for military service, as well as a period of



additional filtering to eliminate potentially unsuitable enlistees. Another strong advantage the DEP provides, according to Morey, is the "smoothing" of sales efforts. That is, "... the DEP renders the expenditures of recruiting efforts more costeffective in that their 'sales' efforts can be made more uniform over the year" (p. 4). Finally, planning is facilitated by the provision of a longer planning period permitting goal adjustments, and the flexibility needed to implement modifications or fill vacancies.

Although the advantages of the DEP are highly regarded, there are some notable disadvantages. First, while the DEP service credits program was in effect, base pay was increased because service longevity began at enlistment into the DEP. A more abiding problem is that of difficulty in adapting to lower accession goals. Finally, recruiters must divide time and effort between attaining recruiting goals and retaining DEP recruits by establishing regular communication and DEP activities. The impact of these disadvantages could be minimized using efficient DEP management practices.

Typically, DEP management focuses on how contract goals are assigned, how accessions are assigned to various regions, the "shipping" constraints from the DEP, and determining the target size of the DEP pool. Likewise, it would be useful to better understand the relationships of factors influencing DEP recruits such as DEP activities most preferred or most often attended, or the optimal frequency of recruiter/recruit communication. These



kinds of information could be integrated into guidelines to help recruiters manage their double-faceted workloads.

#### B. Purpose

This study's purpose was to examine the relative influence of personal and situational factors on DEP accession/attrition decisions. Personal characteristics of the recruit, comprising the demographic profile, have been previously examined. In addition to demographic variables, this study also focused on such variables as experiences during the recruitment process and valued outcomes (i.e. rewards) the recruit expected to obtain from Army service. Evaluation of the DEP was accomplished by surveying persons who were in the DEP during FY 1984 as well as using archival data.

It was expected that study findings would provide a better understanding of DEP loss and aid in DEP management. These findings could be applied by recruiters for more efficient program planning. For instance, if frequency of recruiter contact were found to have a significant influence on DEP recruits, recruiters would need to schedule telephoning or meetings accordingly. Likewise, particular DEP functions found to be well attended by or attractive to new recruits could be uniformly implemented by recruiters. The most effective DEP activities could be evaluated by the Recruiting Command, so that cost-effective activities would be employed.

## II. CONCEPTUAL FRAMEWORK

### A. Factors Associated With DEP Loss

Several biographical characteristics thought to be related to DEP attrition have been studied. A recent study by Westat, Inc., under contract to the U. S. Army Research Institute, examined individual and system characteristics believed to be associated with DEP loss (Celeste, 1984). Cross-tabular analyses were used to examine the relationships of age, AFQT category, medical waiver requirements, educational level, gender, and length of time spent in the DEP with DEP loss.

Delayed Entry Program loss was found to be positively associated with eighteen and nineteen year old entrants and those thirty years old or above. Interestingly, other studies have shown that eighteen and nineteen year old enlistees consistently have the lowest first-term attrition rates even when other variables such as AFQT category, gender, and race have been controlled (Flyer and Elster, 1983; Flyer and Zimmerman, 1984; Zimmerman, Zimmerman, and King, 1985).

Although Celeste (1985) reported statistically significant differences in loss rates by AFQT category, the practical significance is perhaps questionable, because the magnitude of the differences between loss rates was small. This conclusion seems

congruent with that of the DEP Efficiency Task Force<sup>1</sup>, which concluded that AFQT category was not a significant factor in explaining DEP loss. A confounding factor was that category IV individuals, on average, were assigned longer stays in the DEP.

Celeste also found that persons (mostly females) requiring a PULHES (medical) waiver were lost at much higher rates than those not requiring waivers. In addition, the Westat study confirmed the findings of the DEP Efficiency Task Force, that male high school seniors and graduates experienced lower DEP attrition rates than non-graduates. Berryman, Bell, & Lisowski (1983) noted that to the extent that the non-graduates among DEP losses indicate high school dropouts, instead of high school seniors, DEP losses may represent an earlier incidence of the high attrition associated with first-term enlistees who are high school dropouts. In this case the main difference between DEP losses and direct ship accessions is that the direct shippers have no chance to exit between enlistment and accession. The minute number of female non-graduates who entered the Army made these comparisons impossible.

The average female DEP loss rate of eighteen percent was dramatically higher than the male rate of seven percent over the three contracting periods studied. Gender was found to have a significant effect on DEP loss rates (Celeste, 1984).

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<sup>1</sup>The U. S. Army's Recruiting Command (USAREC) established a DEP Efficiency Task Force in early FY 1983.

The length of time spent in the DEP was found by Celeste (1984) to have been positively related to DEP loss. A strong relationship between Navy DEP loss and length of time spent in the DEP has been shown by Murray (1985), also. Conversely, studies have shown amount of time in the DEP to be negatively related to first-term attrition (Flyer and Elster, 1983; Flyer and Zimmerman, 1984).

Murray (1985) developed composite scores predictive of DEP attrition. She considered the size of the DEP pool, positing that smaller DEP pools require that persons remain in the DEP for shorter periods of time, reducing the rate of DEP loss. Graduates and non-graduates typically remain in the DEP for shorter periods of time than do high school seniors.<sup>2</sup> Consequently, a large portion of DEP losses occurring after several months in the DEP are a result of lowermental-category seniors who have failed to graduate and are ineligible, and seniors who have been presented with other opportunities and have chosen an alternative to military service.

Other variables investigated by Murray included recruiting districts, months in the DEP, and quarters spent in the DEP. Four educational levels were considered, including high school seniors, high school diploma graduates, non-graduates, and those who attended or completed a post-secondary educational program. The highest DEP loss rates were found for non-graduates and

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<sup>2</sup>Permitted length of stay in the DEP is adjusted according to need, as well as AFQT category.



persons with college backgrounds. Berryman, Bell, and Lisowski (1983) had obtained similar results, showing DEP loss as percent of enlistments to be highest for non-graduates and college-educated enlistees and lowest for GED recipients and high school graduates for FY 1977 enlistments.

#### B. Implications of Previous Research for DEP Management

Murray (1985) noted some implications, for management, of identifying "high risk" DEP enlistees. Although a certain amount of DEP attrition may be considered beneficial, as some individuals would have dropped out during or after training expenses have been incurred, others forming appropriate expectations and commitment would have been successful sailors. The Delayed Entry Program, then, can be effectively employed for pre-service indoctrination, shaping and solidifying the individual's psychological contract.

Mobley (1982) suggested encouraging or permitting turnover where it will have net positive consequences, yet seeking to minimize it where net consequences will be negative. He also stressed the importance of diagnosis and evaluation of causes and consequences of turnover in the context of the organization. As mentioned earlier, not all DEP attrition serves a positive purpose, and may actually be a result of poor management. Wanous' (1973) realistic job preview has been found to be an effective mechanism for increasing role clarity and aiding in the development of fitting expectations. During probationary employment periods, organizations often provide new employees with counseling and



feedback in order to control turnover. During the course of this time, the continuance of the employer/employee relationship may also be evaluated. Finally, Mobley (1982) emphasized that recruitment and selection is a process of matching an individual's abilities and preferences to organizational needs.

Military classification and assignment is determined almost solely on cognitive factors, physical examinations, background investigations and biodata. Interests, values, and preferences receive only minimal, informal consideration (Baker, 1985). Expectations, for many young recruits, are founded in media advertising, movies, peer or parental pressure, or misinformation from unauthorized sources. Baker (1985) has suggested that recruiting methods, rather than ameliorating misinformation and confused expectations, have often exacerbated the problem and resulted in career dissatisfaction and subsequent attrition. Baker further stated the fact that the enlistment contract has not, itself, narrowed the gap between expectations and experience. He reported a number of efforts which have been researched to improve the psychological contract as follows:

1. the development of a means to foster self-knowledge on the part of applicants;
2. the development of a procedure to match personal factors to available jobs;
3. the use of realistic job previews;
4. the use of biodata to identify attrition-prone individuals to assign these individuals to counterattrition programs;

5. the use of biodata for classification as well as selection;
6. uniform, thorough vocational guidance;
7. linking of enlistment standards to job performance; and,
8. the development of an interest and values assessment instrument to be used in placement.

### C. An Integrated Theoretical Framework

Biodata have been studied in relation to both DEP attrition and first-term attrition. However, perceptions, attitudes, and experiences influence a recruit's decisions and must be studied as well. It was within this theoretical framework that the current study was conducted.

The model employed in this study was derived from the literature on organizational socialization, motivation, and decision making. It posited that DEP attrition is a function of:

1. personal characteristics of the recruit (demographic profile, personality variables, etc.);
2. changes in the recruit's valued outcomes after contracting;
3. changes in the recruit's perception of the Army as the best means of obtaining valued outcomes; and,
4. changes in the recruit's attitudes toward the Army and/or military service.

In addition, changes in valued outcomes, perceptions, and attitudes may result from:

1. experiences during the recruiting process or during the recruit's tenure in the DEP which cause him/her to have second thoughts about decisions; and/or
2. the influence of other people, such as peers and family members, etc.

These concepts, with the exception of personality variables, were incorporated into the survey questionnaire.

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### III. METHODOLOGY

#### A. Data Sources

The analyses reported here were based on a sample of the population of FY 1984 Army DEP Enlistees. A portion of the data base containing individuals' biodata records was constructed from the Military Enlistment Processing Command (MEPCOM) files by USAREC's Automation Management Directorate, User Support Division. Other variables pertaining to personal valued outcomes and experiences were obtained from telephone survey responses of a sample of FY 1984 DEP Enlistees. The FY 1984 Cohort and Master and Loss Files, maintained by the Defense Manpower Data Center (DMDC) at Monterey, California, provided information about the DEP accession and DEP accession/active duty loss subsamples described below.

#### B. Sample

The sample considered in this study was drawn from the population of Army enlistees participating in the DEP during FY 1984, as shown in Figure 2. Persons being discharged from the DEP during FY 1984 could have entered the DEP as early as October 1982, the beginning of FY 1983. Likewise, those beginning active duty and subsequently separating prior to six months of service may have entered the DEP at the beginning of FY 1983. However, DEP accessions who completed one year of active duty entered

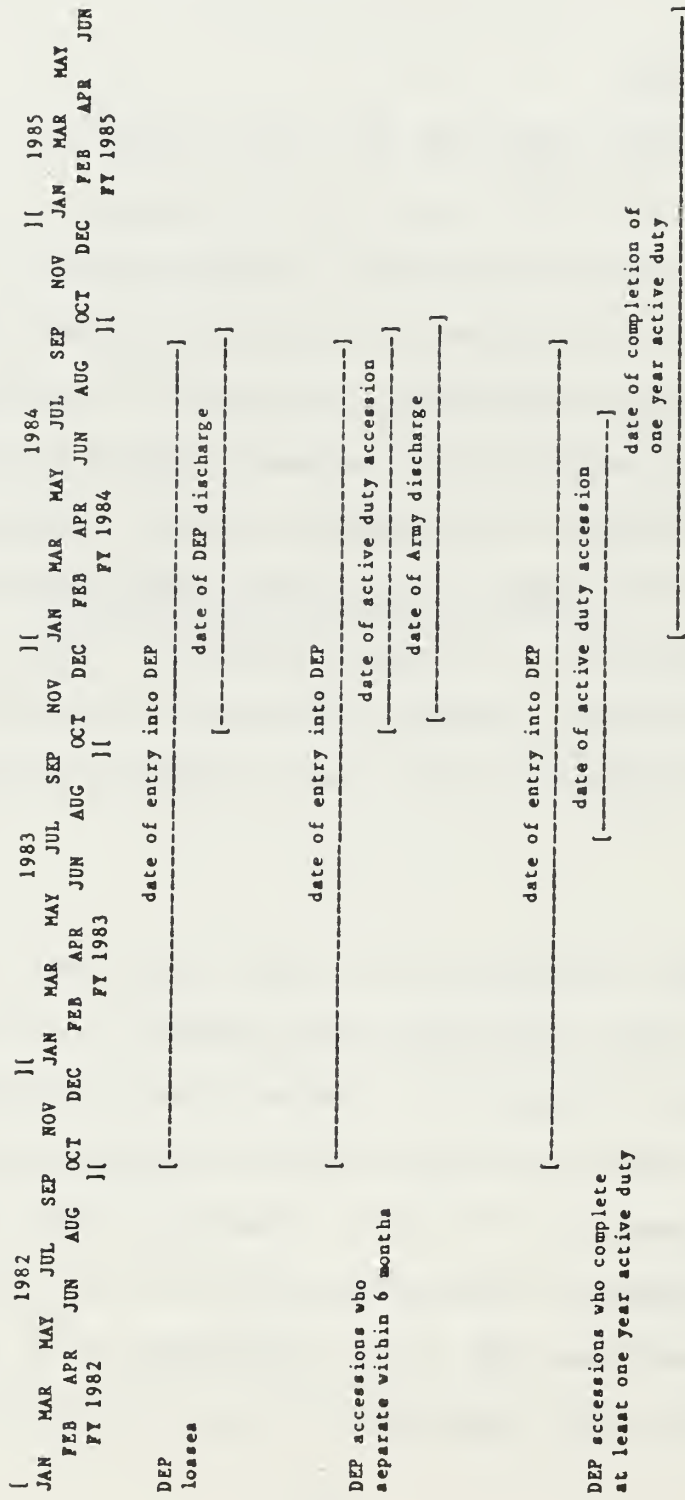


Figure 2. Population for Study of Delayed Entry Program Attrition



active duty from the period July 1983 through June 1984 and had completed a year of active duty by the time they were interviewed. Interviews were conducted between 11 April 1985 and 24 September 1985.

### Sampling procedures

The sample was stratified to insure representation of three population subgroups. The sample N for the three sample subgroups were disproportionate to the N for the population subgroups. The three subsamples and their corresponding N were:

1. DEP losses (N = 500);
2. DEP accessions who separated from active duty within six months (N = 250); and,
3. DEP accessions who were still on active duty after one year (N = 250).

Each of these sample subgroups was further stratified by educational status at the time of DEP entry (high school senior vs. not in high school). This stratification insured the representation of those who were able to delay entry for a year (high school seniors) and those whose terms in the DEP were more limited.

Systematic sampling was employed within strata to achieve oversampling (as described below). More names than the number to have been interviewed were drawn, since it was anticipated that many persons could not be contacted. The lists of names and social security numbers of DEP losses and DEP accession/active duty losses were sent to Recruiting Battalions in order to gain

addresses and telephone numbers from DEP records. The names, social security numbers and units of DEP accessions still on active duty were sorted by post and sent to the posts to obtain telephone numbers.

#### Representativeness of the sample

It was anticipated that difficulties in obtaining telephone numbers and contacting people for interviews would be encountered. Thus, relatively large sample pools were selected to insure that the desired number of interviews would be completed. Approximately six names were selected for each interview to be completed.

Sampling was affected to some degree by the responses received from the recruiting battalions and posts. In some instances the battalions or posts did not respond with the information requested. In other instances, the information was incomplete or unavailable for some of the selected individuals. Yet another difficulty was encountered when selected individuals had moved and could not be traced.

The sampling was further affected by availability of potential respondents at the time of the interviewing. Several attempts were made to contact selected individuals until the desired number of completed interviews had been attained for each sub-sample. Efforts to contact a given individual were abandoned after three attempts had been made. An estimated 296 individuals could not be contacted after three attempts. A total of 327 respondents were interviewed on the first attempt. In addition,

only 17 individuals refused to be interviewed or terminated the interview (14 were DEP losses, two were active duty losses, and one had completed more than a year of active duty).

It is important to note that in the initial sample selection, the sample pool was selected from MEPCOM files so as to exclude any individuals who were coded as either medical or moral losses. However, a substantial portion of the DEP losses who were interviewed were either medical or moral losses (16.80 percent and 6.60 percent, respectively) who had either been incorrectly coded in the MEPCOM files or had responded incorrectly to the interview question regarding their reasons for separation. This had an adverse effect on the study by reducing the number of DEP losses from 500 to 385. Similarly, a portion of the DEP accession/active duty losses had medical or moral separations (15.20 percent and 4.00 percent, respectively). Thus, the group of DEP accession/active duty losses was reduced to 202.

These were important sampling issues because of their likely contribution to sampling error. Thus, to examine the representativeness of the three sample subgroups, frequency distributions were computed, for five critical demographic variables, for each sample subgroup and each population subgroup. These distributions are shown in Tables 1-3. Level of education was not included, since, as noted above, it was used in sample selection.

In general, there appears to be a reasonably good fit between the distributions for the population subgroups and those of the

Table 1  
Demographic Profile for DEP Losses

<u>Variable</u>	<u>Category</u>	<u>Sample</u>		<u>Population</u>	
		<u>n</u>	<u>Percent</u>	<u>n</u>	<u>Percent</u>
Gender	Male	368	73.75	7,058	75.39
	Female	131	26.25	2,304	24.61
AFQT	I	18	3.61	329	3.51
	II	166	33.27	3,455	36.91
	IIIA	124	24.85	2,639	28.19
	IIIB	166	33.27	2,491	26.61
	IV	25	5.01	448	4.79
Racial/Ethnic Group	Black	90	18.04	1,657	17.70
	White	391	78.36	7,352	78.53
	Other	18	3.61	353	3.77
Census District	Northeast	170	34.07	2,501	26.71
	North Central	114	22.85	2,858	30.53
	South	130	26.05	2,362	25.23
	West	85	17.03	1,641	17.53
Age at DEP Entry	17	151	30.20	2,584	27.60
	18	154	30.80	2,301	24.58
	19	64	12.80	1,242	13.27
	20	35	7.00	716	7.65
	21 or above	96	19.20	2,519	26.91

Table 2  
Demographic Profile for DEP  
Accessions/Active Duty Losses

<u>Variable</u>	<u>Category</u>	<u>Sample</u>		<u>Population</u>	
		<u>n</u>	<u>Percent</u>	<u>n</u>	<u>Percent</u>
Gender	Male	214	85.60	13,854	80.31
	Female	36	14.40	3,397	19.69
AFQT	I	6	2.40	820	4.75
	II	79	31.60	4,381	25.40
	IIIA	73	29.20	3,926	22.76
	IIIB	64	25.60	5,891	34.15
	IV	28	11.20	2,233	12.94
Racial/Ethnic Group	Black	33	13.20	2,914	16.89
	White	211	84.40	13,735	79.62
	Other	6	2.40	602	3.49
Census District	Northeast	45	18.00	2,991	17.34
	North Central	65	26.00	5,153	29.87
	South	107	42.80	5,995	34.75
	West	33	13.20	2,867	16.62
Age at DEP Entry	17	82	32.80	3,000	17.39
	18	73	29.20	4,507	26.13
	19	42	16.80	3,006	17.43
	20	14	5.60	1,823	10.56
	21 or above	39	15.60	4,915	28.49



Table 3  
Demographic Profile for DEP Accessions  
Completing One Year of Active Duty

<u>Variable</u>	<u>Category</u>	<u>Sample</u>		<u>Population</u>	
		<u>n</u>	<u>Percent</u>	<u>n</u>	<u>Percent</u>
Gender	Male	235	94.00	107,511	89.73
	Female	15	6.00	12,304	10.27
AFQT	I	7	2.80	6,588	5.50
	II	93	37.20	33,737	28.16
	IIIA	69	27.60	24,476	20.43
	IIIB	59	23.60	39,492	32.96
	IV	22	8.80	15,522	12.96
Racial/Ethnic Group	Black	52	20.80	27,672	23.10
	White	177	70.80	86,719	72.38
	Other	21	8.40	5,417	4.52
Census District	Northeast	37	14.80	19,707	16.45
	North Central	86	34.40	34,994	29.21
	South	78	31.20	43,538	36.34
	West	45	18.00	19,455	16.24
Age at DEP Entry	17	64	25.60	20,891	17.44
	18	72	28.80	32,215	26.89
	19	35	14.00	21,721	18.13
	20	24	9.60	13,237	11.05
	21 or above	55	22.00	31,751	26.50

sample subgroups. However, 17 year olds are somewhat overrepresented and 21 year olds underrepresented in the DEP accession/active duty loss subsample. Also 17 year olds are overrepresented in the subsample of individuals completing one year of active duty.

### C. Variables

#### Variables from MEPCOM files

The demographic variables considered in this study included:

1. gender;
2. mental category (AFQT);
3. educational level at entry into the DEP;
4. race/ethnicity;
5. census district; and
6. age at entry into the DEP.

Educational level at DEP entry was divided into the following categories: high school seniors, non-graduates and G. E. D. recipients, high school diploma graduates, and graduates who had completed at least one year of post-secondary education. Racial/ethnic group categories included black, white, and other. Age at the time of entry into the DEP was either 17, 18, 19, 20, or 21 and over.

In addition to the demographic variables, length of time spent in the DEP was examined. Length of time in the DEP was categorized into six two-month intervals.

### Questionnaire variables

The telephone interview items were derived from the theoretical model discussed in Chapter II. Thus, the interview items were designed to elicit information about the valued outcomes, experiences, perceptions, and expectations of respondents during the enlistment process and their tenure in the DEP. Appendix A contains the telephone interview guidelines developed for the three sample subgroups. The following is a synopsis of the variables addressed by the items:

1. valued outcomes which the applicant perceived to be available through military service (Question 1);
2. individual's initial experience in processing - essentially the recruiter's approach and effectiveness (Questions 2.a, 2.b and 2.c), the use of JOIN and CAST (Questions 2.e and 2.f);
3. the applicant's experience at the MEPS (Question 3);
4. the distance from the recruit's home to the recruiting station (Question 4);
5. the recruit's interaction with the recruiter while in the DEP (Questions 5.a, 5.d and 5.e), the recruit's attitude toward DEP activities (Questions 5.b and 5.c);
6. the frequency of recruit/recruiter communication (Question 6);
7. the types of DEP activities attended (Question 7);
8. the frequency with which DEP activities or functions were held (Question 8);

9. the recruit's attendance of DEP activities (Question 8.1);
10. perfect attendance at DEP activities (Question 8.2);
11. reasons given for missing DEP activities (Question 9);
12. the occurrence(s) of a change(s) in the military occupational specialty (MOS) or the projected active duty date (PADD); more than one change (Question 10.1a); reason for change(s) (Question 10.1b); and, the recruit's knowledge that such changes could be made (Question 10.2);
13. the recruit's perception of the job market when entering the DEP (Question 11); and
14. changes in the recruit's perception of the job market while in the DEP (Question 12).

These variables constitute the set of predictors variables employed in this study.

The criterion, of course, was each individual's decision outcome, i. e. whether to enter active duty or seek discharge from the DEP, or whether or not to continue serving on active duty after acceding.

#### D. Survey procedures

The draft of the telephone interview guidelines was reviewed by the U. S. Army Recruiting Command and the U. S. Army Soldier Support Center. Recommendations were incorporated into the final

version, along with pilot testing revisions. The average length of time for each interview was about 12 minutes.

The two interviewers used in the study were both male college graduates. Their ages were 24 and 41 and one was a member of the Naval Reserves.

The interviewer training included a detailed explanation of the research objectives, a thorough description of the recruiting process, and instructions for following the structured interview. The interviewers were instructed to politely terminate the interview if the individual refused to participate, then continue calling individuals on the list.



#### IV. RESULTS

##### A. Analyses for the DEP Loss Group

The initial set of analyses for DEP losses involved the reasons given by respondents for separating from the Army (Question 13). Table 4 shows the distribution of responses to this question. The reader will recall that respondents were allowed to give an affirmative response to as many reasons as applied to them.

As Table 4 shows, approximately 47.27 percent of voluntary DEP losses (i.e. not a medical or moral separation) stated that they had separated because they changed their minds about wanting an Army career (13a). However, only 62 of these individuals stated that they had wanted a career in the Army in the first place (1e). This represents approximately 16.10 percent of the DEP losses. Perhaps the remaining 120 individuals simply interpreted "Army career" to mean "being in the Army for any length of time."<sup>3</sup> Also, approximately 39.74 percent stated that they had dropped out of DEP because they were not assigned to the desired type of training. One inference that could be drawn from this finding is that DEP losses could be significantly reduced by placing greater emphasis on applicant preferences when assigning an MOS. Since the majority of these individuals (140 out of 153) said that they

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<sup>3</sup>As one reviewer noted, if this response had not been first on the list, the response frequency would, very likely, have been much lower.

Table 4  
Distribution of Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
a. Changed mind about wanting Army career	Yes	182	47.27
	No	203	52.73
b. Not able to get desired training assignment	Yes	153	39.74
	No	232	60.26
c. Found better civilian job	Yes	120	31.17
	No	265	68.83
d. Thought they could find a better civilian job	Yes	124	32.21
	No	261	67.79
e. Decided to go to school	Yes	151	39.22
	No	234	60.78
f. Got a college scholarship	Yes	32	8.31
	No	353	91.69
g. Thought they might not like Army life	Yes	122	31.69
	No	263	68.31
h. Family influence	Yes	84	21.82
	No	301	78.18
i. Influence of girl(boy)friend or spouse	Yes	87	22.60
	No	298	77.40
j. Decided to get married	Yes	53	13.77
	No	332	86.23
k. Needed at home	Yes	53	13.77
	No	332	86.23
n. Other			
Treatment by recruiter	Yes	28	7.27
	No	357	92.73
MEPS related problems	Yes	6	1.56
	No	379	98.44

Table 4 (continued)  
Distribution of Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
n. Other (continued)			
Paperwork related problems	Yes	6	1.56
	No	379	98.44
Personal problems	Yes	36	9.35
	No	349	90.65
Disqualified for failing to graduate from high school	Yes	40	10.39
	No	345	89.61
Other disqualification	Yes	3	0.78
	No	382	99.22
Miscellaneous problems	Yes	9	2.34
	No	376	97.66

wanted to join the Army to receive job training, this inference appears to be a valid one.

Next, a sizeable portion of DEP losses separated because of outside opportunities, either for a civilian job or to further their educations (13c - 13f). Items 13c and 13d, in Table 1, should be mutually exclusive categories<sup>4</sup>, but were not treated as such by some respondents, as 62 gave an affirmative response to both items. Finally, 31.69 percent separated because they thought they would not like Army life. This response is indicative of a change in attitude toward the Army which occurred during the individual's tenure in the DEP.

Respondents were also given the opportunity to state any additional reasons for dropping out of the DEP. These open-ended responses were grouped into the following categories:

1. Treatment by recruiter (e.g. the respondent didn't like the way he or she was treated by the recruiter, the respondent felt that the recruiter had lied);
2. MEPS related problems (e.g. the respondent did not feel that the guidance counselor had been very helpful in choosing an MOS);
3. Paperwork related problems;
4. Personal problems (e.g. didn't want to leave dependent child; death of a parent);
5. Disqualified for failing to graduate from high school;

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<sup>4</sup>Item 13c indicates that the respondent found a civilian job prior to separation, while 13d deals with the expectation of finding a civilian job.

6. Other disqualification; and
7. Miscellaneous problems.

The responses rates for these categories, as shown in Table 4, were small (approximately 10 percent or less).

Chi-square tests for independence were performed to examine the relationships of demographic variables and length of time in the DEP with responses to Question 13 (see Tables B-1 through B-7 in Appendix B). Significant ( $p < .05$ ) chi-square values were obtained for only 15 of the 78 possible relationships examined. Of the six demographic variables studied, only AFQT category was not significantly related to any of the reasons for dropping out of the DEP. Table 5 gives the percentage of respondents within demographic categories giving affirmative and negative responses for each significant relationship.

The results for gender indicate that females are more likely than males to separate because they decided to get married. Males and females did not differ significantly on any of the other reasons for separation.

For level of education at the time of entry into the DEP, high school diploma graduates, especially those with some post-secondary education, were more likely than others to separate because of having not received the MOS assignments that they wanted. High school seniors and high school diploma graduates were more likely to separate because they decided to further their educations. Also, graduates who had some post-secondary



Table 5  
Within-Group Percentages and Frequencies for Significant  
Relationships Between Variables from MEPCOM Files and  
Responses to Question 13<sup>1</sup> for Voluntary DEP Losses

<u>Item</u>	<u>Response</u>	<u>Gender</u>				
		<u>Males</u>	<u>Females</u>			
j.	Decided to get married	Yes	6.19 (21) <sup>2</sup>	22.58 (18)		
		No	93.81 (273)	77.42 (72)		
		<u>Level of Education at DEP Entry</u>				
		<u>HSS</u> <sup>3</sup>	<u>NG</u> <sup>4</sup>	<u>HSDG</u> <sup>5</sup>	<u>HSDG+</u> <sup>6</sup>	
b.	Not able to get desired training assignment	Yes	28.57 (58)	28.57 (6)	40.52 (62)	62.50 (5)
		No	71.43 (145)	71.43 (15)	59.48 (91)	37.50 (3)
e.	Decided to go to school	Yes	38.92 (79)	4.76 (1)	32.03 (49)	12.50 (1)
		No	61.08 (124)	95.24 (20)	67.97 (104)	87.50 (7)
g.	Thought they might not like Army life	Yes	30.05 (61)	19.05 (4)	22.88 (35)	62.50 (5)
		No	69.95 (142)	80.95 (17)	77.12 (118)	37.50 (3)

<sup>1</sup>Reasons for dropping out of the DEP

<sup>2</sup>Numbers in parentheses indicate the cell frequencies from crosstabulations.

<sup>3</sup>High School Senior

<sup>4</sup>Non-graduate or G. E. D.

<sup>5</sup>High school diploma graduate

<sup>6</sup>High school diploma graduate with some post-secondary education

Table 5 (continued)  
Within-Group Percentages and Frequencies for Significant  
Relationships Between Variables from MEPCOM Files and  
Responses to Question 13 for Voluntary DEP Losses

<u>Item</u>	<u>Response</u>	<u>Racial/Ethnic Group</u>				
		<u>Black</u>	<u>White</u>	<u>Other</u>		
a.	Changed mind about wanting Army career	Yes	34.85 (23)	45.03 (136)	12.50 (2)	
		No	65.15 (43)	54.97 (166)	87.50 (14)	
c.	Found better civilian job	Yes	16.67 (11)	30.79 (93)	18.75 (3)	
		No	83.33 (55)	69.21 (209)	81.25 (13)	
e.	Decided to go to school	Yes	51.52 (34)	29.14 (88)	43.75 (7)	
		No	48.48 (32)	70.86 (214)	56.25 (9)	
f.	Got a college scholarship	Yes	22.73 (15)	5.63 (17)	0.00 (0)	
		No	77.27 (51)	94.37 (285)	100.00 (16)	
		<u>Census District</u>				
		<u>North East</u>	<u>North Central</u>	<u>South</u>	<u>West</u>	
d.	Thought they could find a better civilian job	Yes	37.37 (37)	20.79 (21)	27.64 (34)	22.58 (14)
		No	62.63 (62)	79.21 (80)	72.36 (89)	77.42 (48)
i.	Influence of girl(boy)friend or spouse	Yes	14.14 (14)	27.72 (28)	16.26 (20)	14.52 (9)
		No	85.86 (85)	72.28 (73)	83.74 (103)	85.48 (53)

Table 5 (continued)  
Within-Group Percentages and Frequencies for Significant  
Relationships Between Variables from MEPCOM Files and  
Responses to Question 13 for Voluntary DEP Losses

<u>Item</u>		<u>Response</u>						
		<u>Age at DEP Entry</u>						
		<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>		
e.	Decided to go to school	Yes	45.22 (52)	32.73 (36)	39.22 (20)	17.86 (5)	20.99 (17)	
		No	54.78 (63)	67.27 (74)	60.78 (31)	82.14 (23)	79.01 (64)	
f.	Got a college scholarship	Yes	16.52 (19)	5.45 (6)	5.88 (3)	3.57 (1)	3.70 (3)	
		No	83.48 (96)	94.55 (104)	94.12 (48)	96.43 (27)	96.30 (78)	
		<u>Months in the DEP</u>						
		<u>0-2</u>	<u>3-4</u>	<u>5-6</u>	<u>7-8</u>	<u>9-10</u>	<u>11-12</u>	
e.	Decided to go to school	Yes	32.39 (23)	24.74 (24)	29.41 (20)	40.91 (27)	53.70 (29)	40.00 (4)
		No	67.61 (48)	75.26 (73)	70.59 (48)	59.09 (39)	46.30 (25)	60.00 (6)
f.	Got a college scholarship	Yes	5.63 (4)	4.12 (4)	1.47 (1)	13.64 (9)	22.22 (12)	10.00 (1)
		No	94.37 (67)	95.88 (93)	98.53 (67)	86.36 (57)	77.78 (42)	90.00 (9)
k.	Needed at home	Yes	9.86 (7)	6.19 (6)	10.29 (7)	10.61 (7)	12.96 (7)	40.00 (4)
		No	90.14 (64)	93.81 (91)	89.71 (61)	89.39 (59)	87.04 (47)	60.00 (6)

education were far more likely to drop out of the DEP because they thought they would not like Army life.

Racial/ethnic group membership was related to four of the reasons for dropping out of the DEP. Whites were the most likely to separate because they changed their minds about wanting an Army career. Blacks were the second most likely to separate for this reason. Also, whites were more likely than the others to leave because they found better civilian jobs. On the other hand, blacks were the most likely and whites the least likely to drop out of the DEP in order to further their education. Similarly, blacks were more likely than others to leave because of a college scholarship.

The results for geographic area showed that respondents in the Northeast Census District were the most likely to leave because they thought they could find better civilian jobs. Also, individuals in the South were more likely than those in the West and North Central districts to separate for this reason. Individuals in the North Central district were more likely to separate because they would miss girlfriends (or boyfriends) or spouses.

The last of the demographic variables was age at the time of entry into the DEP. Younger recruits were more likely to separate because they decided to go to school or because they obtained college scholarships.

Three of the reasons for separation were significantly related to length of time in the DEP. However, it is interesting



to note that none of these relationships were monotonic. For instance, individuals spending three to four months in the DEP were less likely to separate in order to go to school than those spending zero to two months or those spending five or more months in the DEP.

As stated above, 31.69 percent of the DEP losses separated because they thought they would not like Army life. The theoretical model outlined in Chapter II posited that changes in attitude toward the Army and/or military service may result from experiences during the recruiting process or during the recruit's tenure in the DEP (e.g. interactions with recruiter). In order to examine this hypothesis, chi-square tests for independence were performed to determine the relationship between item 13g and the types of variables mentioned above. The results, as shown in Table 6, provide a partial test of this portion of the model.

Only three variables were found to have statistically significant relationships with the change in attitude reflected in 13g. First, those who were given information about Army benefits during their first meeting with a recruiter (2c) were less likely to separate because they thought they would not like Army life. Second, those who were unable to get the MOS they wanted (3e), were more likely to have changes in attitude. The third variable had to do with the experiences of recruits while in the DEP. Specifically, those who felt that the recruiter put too many demands on their time (5b) tended to leave because they thought they would not like Army life.



Table 6  
Chi-Square Tests for Independence Between  
Change in Attitude Toward the Army (Question 13g.)  
and Other Selected Variables for the DEP Loss Group

<u>Item</u>	<u>Chi-square</u>	<u>p</u>	<u>Coefficient</u> <sup>1</sup>
2. First meeting with recruiter			
a. Asked about interest in joining	0.75	.39	-.04
b. Asked about personal background	2.32	.13	-.08
c. Information about benefits	3.72	.05	-.10
3. Experience at MEPS			
a. Television segment about MOS	2.78	.10	-.09
b. Information on more than one MOS	2.68	.10	-.08
c. Helped in choosing appropriate MOS	5.61	.22	-.12
d. Tried to assign to undesirable MOS	1.76	.18	.07
e. Desired MOS unavailable, promised change	4.49	.03	.11
5. Experience in DEP			
a. Got along well with recruiter	1.49	.22	-.06
b. Too many demands on time	9.03	.00	.15
c. Would have liked more DEP meetings	2.98	.08	-.09
d. Recruiter was easy to reach	1.56	.21	-.06
e. Recruiter showed real interest	2.39	.12	-.08
6. Frequency of recruiter contact	10.51	.06	.17*
7. Types of activities attended			
a. Social functions	0.29	.60	-.03
b. Films, speeches, questions & answers	0.99	.32	-.05
c. Training sessions	3.48	.06	-.10
d. Field trips to Army posts	0.54	.46	-.04
e. Other	1.21	.27	-.06
8. Frequency of DEP activities held	3.68	.45	.10*

<sup>1</sup>All values in this column are phi coefficients, except those marked with an asterisk denoting a contingency coefficient.

In addition to the variables which were related to this change in attitude, it is interesting to consider those variables which did not show a significant correlation with change in attitude. For instance, it was noted above that those who separated because they thought they would not like Army life, tended to state that their recruiters had put too many demands on their time. It is interesting, then, that frequency of DEP activities held by the recruiter (8) failed to show a significant relationship to change in attitude. Also, it is noteworthy that the individual's relationship with the recruiter (5a) was not significantly correlated to change in attitude. However, these results are inconclusive, since these variables have not been shown to be unrelated to change in attitude (i.e. failure to confirm the test hypothesis should not be taken as confirmation of the null hypothesis).

Table 6 shows the correlations between the various reasons reported for dropping out of the DEP. The theoretical model of Chapter II also posited that changes in attitude toward the Army may result from the influence of family and friends. As Table 6 shows, change in attitude is significantly correlated with the influence of family and friends as a reason for separating from the DEP. Thus, the evidence for these relationships lends partial confirmation to the model. However, as the evidence is based on correlational data, the direction of causality cannot be confirmed. That is to say the positive correlation between a change in attitude toward the Army and the influence of family and friends

provides a necessary, but not a sufficient condition for confirmation of this portion of the model. This caveat also holds for inferences about the effects of experiences during the recruiting process and during the individual's tenure in the DEP on change in attitude toward the Army.

Again, the DEP loss sample subgroup size was reduced from 500 to 385 because of MEPCOM file coding errors which initially permitted the inclusion of persons with medical or moral separations. However, it did permit the examination of a plausible hypothesis, namely, that some individuals may disguise a medical problem to gain entry, then change their minds about joining the Army and use the previously undisclosed problem as an excuse for separation. A significant positive correlation with other reasons for leaving the DEP would be necessary, though not sufficient evidence in support of this hypothesis. However, this hypothesis was not, for the most part, borne out in Table 7.

Most of the correlations with medical separation were negative. The only significant positive correlation with medical separation was the decision to get married. Thus, it seems that the majority of medical separations were individuals who would have entered active duty had they not been disqualified.

The results for moral separation were similar to those for medical separation. All of the other reasons for dropping out of the DEP were negatively correlated with moral separation. On the basis of these findings, individuals with medical or moral separations were excluded from further analyses.

Table 7  
Correlations<sup>1</sup> Between Reasons for Leaving the DEP

	b	c	d	e	f	g	h	i	j	k	l	m	n
a. Changed mind about Army career	.23	.38	.39	.30	.09	.48	.25	.28	.17	.13	-.14	-.13	-.1
b. Not able to get desired training assignment		.15	.30	.23	.00	.17	.19	.08	.04	.08	-.12	-.02	-.0
c. Found better civilian job			.35	.08	-.03	.27	.21	.26	.11	.19	-.10	-.11	-.0
d. Thought they would find a better civilian job				.23	.00	.27	.21	.20	.09	.07	-.09	-.06	-.0
e. Decided to go to school					.38	.20	.15	.03	-.01	.06	-.10	-.09	-.12
f. Got a college scholarship						-.05	.01	-.12	-.06	.02	-.12	-.07	-.04
g. Thought they would not like Army life							.22	.29	.09	.15	-.08	-.07	-.0
h. Influence of family								.20	.07	.21	.03	-.06	-.10
i. Influence of girl(boy)friend or spouse									.49	.12	-.01	-.08	-.12
j. Decided to get married										.14	.09	-.09	-.07
k. Needed at home											.07	-.01	-.05
l. Medical separation												-.08	-.20
m. Moral separation													-.10
n. Other													

<sup>1</sup>Phi coefficients (coefficients of magnitude .09 or greater are significant at  $p < .05$ .)



Table 8 shows the distribution for Question 14, which deals with the length of time before the projected active duty date that the recruiter was first advised of the recruit's intention to separate from the Army. The majority of respondents claimed that they told their recruiter that they wanted to drop out of the DEP a few weeks or more before their projected active duty dates. However, a substantial portion of the DEP loss group (23.90 percent) never advised their recruiters of their intentions. Presumably, they simply failed to show up for active duty.

The distribution of responses regarding the actions of recruiters when advised of DEP members' intentions to separate from the Army is displayed in Table 9. Clearly, in the majority of cases, recruiters took one or more positive steps to persuade recruits to fulfill their obligations.

#### B. Analyses for the DEP Accession/Active Duty Loss Group

The initial set of analyses for DEP accessions/active duty losses involved the reasons given by respondents for separating from the Army (Question 13). Table 10 shows the distribution of responses to this question. As was the case with Question 13 for DEP losses, respondents were allowed to give an affirmative response to as many reasons as applied to them.

As Table 10 shows, approximately 23.72 percent of voluntary active duty losses (i.e. not a medical or moral separation) stated that they had separated from the Army because they were not assigned to the type of training that they wanted (13a).



Table 8  
Distribution of Responses to Question 14  
for the DEP Loss Group

Question 14. How long before you were supposed to enter active duty did you first tell your recruiter that you wanted to leave DEP?

	<u>Frequency</u>	<u>Percentage</u>
a. Few months before	144	37.40
b. About one month before	61	15.84
c. A few weeks before	39	10.13
d. About one week before	14	3.64
e. A few days before	13	3.38
f. The day before	5	1.30
g. On the date that they were to enter active duty	17	4.42
h. Never told recruiter	92	23.90

Table 9  
Distribution of Responses to Question 15  
for the DEP Loss Group

Question 15. What did your recruiter do when you told him that you wanted to leave the DEP?

	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
a. Tried to talk me out of leaving DEP	Yes	179	46.49
	No	206	53.51
b. Gave me more information about the Army	Yes	125	32.47
	No	260	67.53
c. Offered to change my occupational specialty	Yes	97	25.19
	No	288	74.81
d. Offered to change my active duty date	Yes	91	23.64
	No	294	76.36
e. Told me that I was obligated to go because I had signed a contract	Yes	145	37.66
	No	240	62.34
f. Did nothing	Yes	27	7.01
	No	358	92.99
g. Other action	Yes	106	27.53
	No	279	72.47

Table 10  
Distribution of Responses to Question 13 for the  
DEP Accession/Voluntary Active Duty Loss Group

Question 13. Reasons for separating from the Army

	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
a. Not able to get desired training assignment	Yes	47	23.27
	No	155	76.73
b. Thought they could find a better civilian job	Yes	84	41.58
	No	118	58.42
c. Decided to go to school	Yes	70	34.65
	No	132	65.35
d. Didn't like Army life	Yes	129	63.86
	No	73	36.14
e. Missed girl/boyfriend/spouse	Yes	59	29.21
	No	143	70.79
f. Needed at home	Yes	56	27.72
	No	146	72.28
i. Other			
Treatment by recruiter/MEPS personnel	Yes	7	3.47
	No	195	96.53
Problems with peers or NCO	Yes	8	3.96
	No	194	96.04
Problems with Army system	Yes	18	8.91
	No	184	91.09
Personal problems	Yes	15	7.43
	No	187	92.57
Disqualified	Yes	46	22.77
	No	156	77.23

However, since only 8 of these 47 individuals said that they wanted to join the Army to receive job training, it is questionable whether active duty losses could be significantly reduced by placing greater emphasis on applicant preferences when assigning the MOS.

Next, a sizeable portion of active duty losses separated because of outside opportunities, either for civilian jobs or to further their educations (13b and 13c). Also, 63.86 percent separated because they did not like Army life.

As in the case of the DEP loss group, respondents were also given the opportunity to state any additional reasons for separating from the Army. These open-ended responses were grouped into the following categories:

1. Treatment by recruiter/MEPS personnel (e.g. did not fulfill promises);
2. Problems with peers or NCO (e.g. did not get along well with drill sergeant);
3. Problems with the Army system (e.g. disillusionment, felt that job training was not like what was shown in video);
4. Personal problems (e.g. money problems, homesickness, lack of maturity); and
5. Disqualified (e.g. marksmanship).

With the exception of the fifth category, responses rates for these categories, were less than 10 percent.

Chi-square tests for independence were performed to examine the relationships between demographic variables and responses to Question 13 for the DEP accession/active duty loss group. The results of these tests are summarized in Appendix B, Tables B-8 through B-14. No significant ( $p < .05$ ) chi-square values were obtained for these relationships.

As stated above, a large portion of active duty losses separated because they did not like Army life. This response is taken as an indication of a change in attitude toward the Army which occurred during or shortly after training, but which may have been due, in part, to experiences during the recruiting process or during the individual's tenure in the DEP. Chi-square tests for independence were performed to determine the relationship between the item indicating a change in attitude toward the Army (13g) and such experiences. The results are shown in Table 11.

Only four variables were found to have statistically significant relationships with the change in attitude reflected in 13g. First, those who got along well with their recruiters (5a) were less likely to separate due to not liking Army life. Second, those who stated that the recruiter had put too many demands on their time (5b) were more likely to have changes in attitude. Finally, those who attended DEP functions consisting of films, speeches, and question and answer sessions and those who attended DEP functions categorized as "other" were less likely to have a change in attitude toward the Army.



Table 11  
Chi-Square Tests for Independence Between Change in Attitude  
Toward the Army (Question 13d.) and Other Selected  
Variables for the DEP Accession/Active Duty Loss Group

<u>Item</u>	<u>Chi-square</u>	<u>p</u>	<u>Coefficient</u> <sup>1</sup>
2. First meeting with recruiter			
a. Asked about interest in joining	0.98	.32	-.07
b. Asked about personal background	0.12	.73	-.02
c. Information about benefits	0.69	.41	-.06
3. Experience at MEPS			
a. Television segment about MOS	0.29	.59	-.04
b. Information on more than one MOS	1.10	.29	-.07
c. Helped in choosing appropriate MOS	1.73	.19	-.09
d. Tried to assign to undesirable MOS	0.00	.97	.00
e. Desired MOS unavailable, promised change	0.26	.61	.04
5. Experience in DEP			
a. Got along well with recruiter	4.83	.03	-.15
b. Too many demands on time	5.71	.02	.17
c. Would have liked more DEP meetings	0.36	.55	.04
d. Recruiter was easy to reach	0.28	.59	-.06
e. Recruiter showed real interest	1.39	.24	-.08
6. Frequency of recruiter contact	3.09	.54	.12*
7. Types of activities attended			
a. Social functions	0.79	.37	-.06
b. Films, speeches, questions & answers	4.48	.03	-.15
c. Training sessions	0.66	.42	-.06
d. Field trips to Army posts	0.20	.66	-.03
e. Other	3.92	.05	-.14
8. Frequency of DEP activities held	5.96	.11	.17*

<sup>1</sup>All values in this column are phi coefficients, except those marked with an asterisk denoting a contingency coefficient.

Table 12 shows the correlations between the various reasons reported for early separation from active duty. It is noteworthy that the expectation of finding a better civilian job (13b) showed a moderately strong relationship to several variables, such as a decision to go to school (13c) and a change in attitude toward the Army (13d). However, the correlation between this expectation and dissatisfaction with the training assignment was relatively low.

The reader will recall that the size of the active duty loss sample subgroup was reduced due to the occurrence of involuntary separations. Since neither of these reasons for separation showed a significant positive correlation to the other reasons, the 48 individuals with involuntary separations were excluded from further analyses.

Finally, in Question 14, respondents were asked whether they had separated during or after training. Only 11 (or 5.45 percent) separated after they had completed their training. The remaining 191 (or 94.55 percent) of the voluntary losses separated during training.

Several similarities between the DEP loss and the active duty loss groups may be seen by comparing Tables 4 and 10. The response receiving the greatest percentage of "yes" answers (47.27 percent) for the DEP loss group was "I changed my mind about wanting an Army career,"<sup>5</sup> while the most similar reason for the Active Duty Loss

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<sup>5</sup>The response "I changed my mind about wanting Army career" could be interpreted as a decision not to be in the Army for any length of time.

Table 12  
Correlations<sup>1</sup> Between Reasons for  
Leaving During Active Duty

	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>f</u>	<u>g</u>	<u>h</u>	<u>i</u>
a. Not able to get desired training assignment	.14	.16	.02	.02	-.11	-.09	-.05	.00
b. Thought they could find a better civilian job		.29	.33	.20	.09	-.14	.07	-.19
c. Decided to go to school			.12	.03	-.02	-.07	-.06	-.10
d. Didn't like Army life				.22	-.02	-.17	-.05	-.15
e. Missed girl/boyfriend/spouse					.15	.00	.03	-.20
f. Needed at home						-.07	.04	-.12
g. Medical separation							-.03	-.20
h. Moral separation								-.07
i. Other								

<sup>1</sup>Phi coefficients (coefficients of magnitude .13 or greater are significant at  $p < .05$ )

group, "I didn't like Army life," received the most "yes" responses (63.86 percent).

The reasons ranked second in importance for the two groups varied, but both showed some dissatisfaction with training assignment. Nearly 40 percent of the DEP losses reported separating from the DEP because they had not received the job training assignment they desired. On the other hand, 41.53 percent of the active duty losses stated, "I thought I could find a better civilian job." However, only 23.27 percent of the active duty losses reported they were not able to get job training assignment that they wanted.

For both DEP losses and active duty losses, "I decided to go to school" was the third most frequently reported reason for separating, 39.22 percent and 34.65, respectively. The percentages are not notably different for the two groups.

The fourth-ranked reason for active duty separation was, "I missed my girlfriend (boyfriend) or spouse" with 29.21 "yes" responses. "I thought I could find a better civilian job" ranked fourth among the reasons for separation for the DEP loss group (32.21 percent). The influence of girl(boy)friend or spouse appeared to be somewhat less important for DEP dropouts than it was for persons separating from active duty.

Being needed at home was given as a reason for active duty separation by 27.72 percent of the respondents from this subsample. The fifth most frequently given reason for DEP separation, however, was, "I thought I might not like Army life." There was a notable



difference here; however, the lists of reasons for the two groups are not entirely analagous. Differences are much more obvious between the two criterion groups for lower-ranking reasons for separation.

Some of the active duty loss group respondents may have answered "yes" to many of the same statements as did the DEP loss respondents given exactly the same set of choices. The interview guidelines included only those choices appropriate for response by the two loss groups. Therefore, it was necessary to view similarities and differences in group responses rather than reporting simple rank ordering of the reasons for separation.

### C. Analyses for the Total Sample

The distributions of responses to the interview questions are shown in Table 13. A number of results in this table are noteworthy. First, regarding the distributions for Question 2, it is clear that most recruiters (approximately 95.94 percent) are providing information to applicants (who entered the DEP)<sup>6</sup> about Army benefits. This is particularly important, since over half (53.10 percent) of the individuals who entered DEP wanted to join the Army to obtain financial aid for college (1g). Also, in the majority of cases, recruiters had taken the time to inquire about the interests and personal background of applicants who

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<sup>6</sup>Since the sample consisted of individuals who contracted with the Army, it is not clear whether these results reflect the performance of recruiters with respect to the applicant population as a whole.



Table 13  
Distribution of Responses to Questions 1-12  
for the Total Sample Excluding Involuntary Losses

<u>Item</u>	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
1. Reasons for wanting to join the Army			
a. Service to country	Yes	671	80.07
	No	167	19.93
b. Pay and benefits	Yes	719	85.80
	No	119	14.20
c. Opportunity for advancement	Yes	714	85.20
	No	124	14.80
d. Travel	Yes	620	73.99
	No	218	26.01
e. Career in the Army	Yes	318	37.95
	No	520	62.05
f. Job training	Yes	734	87.59
	No	104	12.41
g. Financial aid for college	Yes	445	53.10
	No	393	46.90
h. Interesting job	Yes	715	85.32
	No	123	14.68
i. Not many civilian jobs available	Yes	406	48.45
	No	432	51.55
j. To be independent from family	Yes	570	61.02
	No	268	31.98
k. Other reason	Yes	176	21.00
	No	662	79.00
2. First meeting with recruiter			
a. Asked about interest in joining	Yes	658	78.52
	No	180	21.48
b. Asked about personal background	Yes	639	76.25
	No	199	23.75
c. Information about benefits	Yes	804	95.94
	No	34	4.06

Table 13 (continued)  
Distribution of Responses to Questions 1-12  
for the Total Sample Excluding Involuntary Losses

<u>Item</u>	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
2. First meeting with recruiter (continued)			
d. Used JOIN	Yes	518	61.81
	No	320	38.19
e. Used CAST	Yes	223	26.61
	No	615	73.39
3. Experience at MEPS			
a. Television segment about MOS	Yes	572	68.26
	No	266	31.74
b. Information on more than one MOS	Yes	657	78.40
	No	181	21.60
c. Helped in choosing appropriate MOS	Yes	515	61.46
	No	323	38.54
d. Tried to assign to undesirable MOS	Yes	289	34.49
	No	549	65.51
e. Desired MOS unavailable, promised change	Yes	318	37.95
	No	520	62.05
4. Distance from recruiting station			
	Less than 1 mile	56	6.69
	1 to 5 miles	330	39.43
	6 to 10 miles	165	19.71
	11 to 15 miles	84	10.04
	More than 15 miles	202	24.13
5. Experience in DEP			
a. Got along well with recruiter	Yes	778	92.84
	No	60	7.16
b. Too many demands on time	Yes	67	8.00
	No	771	92.00
c. Would have liked more DEP meetings	Yes	377	44.99
	No	461	55.01

Table 13 (continued)  
Distribution of Responses to Questions 1-12  
for the Total Sample Excluding Involuntary Losses

<u>Item</u>	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
5. Experience in DEP (continued)			
d. Recruiter was easy to reach	Yes	770	91.89
	No	68	8.11
e. Recruiter showed real interest	Yes	673	80.31
	No	165	19.69
6. Frequency of recruiter contact while in DEP			
	At least twice a week	216	25.81
	About once a week	311	37.16
	About twice a month	166	19.83
	About once a month	86	10.27
	Less than once a month	50	5.97
	Never	8	0.96
7. Types of activities attended			
a. Social functions	Yes	205	24.46
	No	633	75.54
b. Films, speeches, questions & answers	Yes	153	18.26
	No	685	81.74
c. Training sessions	Yes	73	8.71
	No	765	91.29
d. Field trips to Army posts	Yes	49	5.85
	No	789	94.15
e. Other	Yes	25	2.98
	No	813	97.02
8. Frequency of DEP activities held			
	More than once a month	57	6.83
	About once a month	157	18.80
	Less than once a month	188	22.51
	Never	432	51.74

Table 13 (continued)  
Distribution of Responses to Questions 1-12  
for the Total Sample Excluding Involuntary Losses

<u>Item</u>	<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
8.1. Frequency of attendance at DEP activities			
	More than once a month	33	3.96
	About once a month	83	9.96
	Less than once a month	162	19.45
	Never	555	66.63
8.2. DEP activities missed	Yes	201	54.18
	No	170	45.82
9. Reasons for missing DEP activities			
a. No transportation	Yes	19	2.27
	No	819	97.93
b. Other plans	Yes	181	21.60
	No	657	78.40
c. Sick or injured	Yes	11	1.31
	No	827	98.69
d. Wasn't interested	Yes	33	3.94
	No	805	96.06
e. Other reason	Yes	28	3.34
	No	810	96.66
f. Recruiter didn't hold DEP activities	Yes	432	51.55
	No	406	48.45
10. Change in MOS or PADD	Yes	118	14.10
	No	719	85.90
10.1a. More than one change	Yes	20	2.39
	No	818	97.61
10.2. Knew that change could be made	Yes	421	50.24
	No	417	49.76
11. Job market conditions at DEP entry	Easy	278	33.78
	Hard	545	66.22
12. Change in job market conditions while while in DEP	Easier	107	12.95
	Harder	54	6.54
	Same	665	80.51

entered the DEP. The percentage of cases in which the JOIN (2d) was used was somewhat lower, and a relatively small proportion of the respondents took the CAST (2e). However, the JOIN was not fully operational until the end of FY 1984. Thus, these figures should not be taken as an indication of the extent to which the JOIN and CAST are currently being utilized.

The distributions for Question 3 demonstrate that experience at MEPS tended to be positive, for the most part. However, approximately 38.54 percent gave a negative response to the item, "[The guidance counselor] helped me to choose an occupational specialty that was right for me" (3d). This seems to reflect some dissatisfaction with the occupational selection process. Next, regarding the distributions of responses to Question 5, the vast majority of respondents (92.84 percent) reported that they got along well with their recruiters (5a), that their recruiters were easy to reach (91.89 percent for 5d), and that recruiters showed real interest in them (80.31 percent for 5e). Also, it is evident from responses to Question 6 that recruiters do a good job of keeping in touch with DEP members on a regular basis. In addition, very few (only 8.00 percent) felt that their recruiters put too many demands on their time (5b). Presumably, such demands on the recruit's time would have been primarily in the form of activities for DEP members. In fact, a sizeable portion (44.99 percent) would have liked more DEP meetings and activities. It seems reasonable to infer that many recruits want to get a better idea of what Army service will be like and/or want more contact



with recruiters and with other DEP members. That is to say, DEP members have a need for more information or belonging to a group, or both. DEP activities present an excellent opportunity to fulfill these needs. However, in a related question (Question 8), slightly more than half of the respondents (51.74 percent) reported that their recruiters never held activities for DEP members.

Responses to Question 7 indicate that most DEP activities involve social functions or films, speeches, and question and answer sessions. Finally, for Question 10, only 14.10 percent of the respondents altered their MOS or PADDs, while 50.24 percent reportedly knew that such changes could be made.

The next step in the analyses was to determine which survey items were related to accession/attrition decisions. This involved a series of chi-square tests for independence between each survey item and the criterion (i.e. separation while in DEP, separation from active duty, or completion of one year of active duty). The results of these chi-square tests are shown in Table 14.

In all, 20 out of the total of 47 items were found to be related to the criterion at the .05 level of statistical significance. However, the contingency coefficients for these relationships were too small, for most of these items, to be of any practical significance. In fact, a contingency coefficient greater than .15 was obtained for only three of these items. The distributions of responses to these items were examined by criterion group, as shown in Table 15.

Table 14  
Chi-Square Tests for Independence Between the  
Interview Variables and the Criterion for the  
Total Sample Excluding Involuntary Losses

<u>Item</u>	<u>Chi-square</u>	<u>p</u>	<u>Contingency Coefficient</u>
1. Reasons for wanting to join the Army			
a. Service to country	0.38	.83	.02
b. Pay and benefits	4.99	.08	.08
c. Opportunity for advancement	0.25	.88	.02
d. Travel	3.96	.14	.07
e. Career in the Army	2.04	.36	.05
f. Job training	4.21	.12	.07
g. Financial aid for college	9.17	.01	.11
h. Interesting job	7.25	.03	.09
i. Not many civilian jobs available	8.47	.01	.10
j. To be independent from family	7.58	.02	.10
k. Other reason	5.42	.07	.08
2. First meeting with recruiter			
a. Asked about interest in joining	6.69	.04	.09
b. Asked about personal background	1.24	.57	.04
c. Information about benefits	9.46	.01	.11
d. Used JOIN	0.73	.69	.03
e. Used CAST	0.61	.74	.03
3. Experience at MEPS			
a. Television segment about MOS	16.11	.00	.14
b. Information on more than one MOS	11.41	.00	.12
c. Helped in choosing appropriate MOS	7.62	.02	.10
d. Tried to assign to undesirable MOS	5.62	.06	.08
e. Desired MOS unavailable, promised change	13.42	.00	.13
4. Distance from recruiting station	5.12	.75	.08
5. Experience in DEP			
a. Got along well with recruiter	24.57	.00	.17
b. Too many demands on time	9.76	.01	.11

Table 14 (continued)  
Chi-Square Tests for Independence Between the  
Interview Variables and the Criterion for the  
Total Sample Excluding Involuntary Losses

<u>Item</u>	<u>Chi-square</u>	<u>p</u>	<u>Contingency Coefficient</u>
5. Experience in DEP (continued)			
c. Would have liked more DEP meetings	11.37	.00	.12
d. Recruiter was easy to reach	1.79	.41	.05
e. Recruiter showed real interest	0.44	.80	.02
6. Frequency of recruiter contact	12.70	.24	.12
7. Types of activities attended			
a. Social functions	2.77	.25	.06
b. Films, speeches, questions & answers	0.05	.98	.01
c. Training sessions	3.91	.14	.07
d. Field trips to Army posts	0.30	.86	.02
e. Other	1.45	.48	.04
8. Frequency of DEP activities held	8.99	.34	.10
8.1. Frequency of attendance at DEP activities	22.24	.00	.16
8.2. DEP activities missed	6.11	.05	.13
9. Reasons for missing DEP activities			
a. No transportation	0.35	.84	.02
b. Other plans	7.47	.02	.09
c. Sick or injured	0.37	.83	.02
d. Wasn't interested	4.95	.08	.08
e. Other reason	1.57	.46	.04
f. Recruiter didn't hold DEP activities	3.36	.19	.06
10. Change in MOS or PADD	8.63	.01	.10
10.1a. More than one change	5.81	.05	.22
10.2. Knew that change could be made	7.76	.02	.10
11. Job market conditions at DEP entry	3.65	.16	.07
12. Job market condition change while in DEP	11.56	.02	.12

Table 15

Distribution of Responses by Criterion Group  
for Interview Items Bearing Significant  
Relationship to the Criterion

<u>Item</u>	<u>Criterion Group</u>	<u>Percent Within Criterion Group</u>			
		<u>Yes</u>	<u>No</u>		
5. Experience in DEP					
a. Got along well with recruiter	DEP loss	88.15	11.95		
	Active duty loss	97.04	2.96		
	1 year active duty	96.80	3.20		
		<u>More than</u>	<u>About</u>	<u>Less than</u>	<u>Never</u>
		<u>Once a month</u>	<u>Once a month</u>	<u>Once a month</u>	
8.1 Frequency of attendance at DEP activities	DEP loss	3.15	8.66	19.16	69.03
	Active duty loss	2.96	10.40	24.26	62.38
	1 year active duty	6.00	11.60	16.00	66.40
		<u>Yes</u>	<u>No</u>		
10.1a More than one change in MOS or PADD	DEP loss	3.90	96.10		
	Active duty loss	0.00	100.00		
	1 year active duty	2.00	98.00		

<sup>1</sup>Percentages were computed on individuals whose recruiters had held DEP activities.

The results shown in Table 15 may be summarized as follows:

1. although the majority of respondents in all three criterion groups reported that they got along well with their recruiters, those who did not get along well with their recruiters (5a) were more likely to become DEP losses;
2. the majority of individuals whose recruiters had held DEP activities, never attended them; however, of those who did attend, frequent attendance (8.1) was more likely to lead to completion of at least 1 year of active duty; and
3. individuals who made more than one change in their MOS or PADD (10.1a) were more likely to become DEP losses or to complete at least 1 year of active duty and less likely to separate from active duty within the first six months.



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## V. CONCLUSIONS

In drawing conclusions from the findings of this study, several caveats must be considered. First, it must be acknowledged that some degree of sampling error is present in the data due to the effects of nonresponse. That is, although respondents were selected from the sample pool by a systematic sampling procedure (see Chapter III), a number of individuals had relocated or were unavailable for interviewing, in spite of the fact that several attempts were made to contact them. In addition, a few individuals refused to participate in the survey. To the extent that non-respondents might have provided data that would have altered the distributions of responses for each sample subgroup, sampling error exists.

Second, the findings of this study are based entirely on correlational data, as no attempt was made to manipulate any independent variables. The danger of drawing causal inferences from correlational data are well known and need not be delineated here. Suffice to say that correlational data may provide a necessary, but not a sufficient condition, for confirming causal hypotheses.

Third, it is important to note that the design of the study was a concurrent, rather than a predictive one. That is, predictor and criterion data were collected at one point in time, rather

than gathering predictor data first, then following the sample to collect criterion data at a later point in time. As a result, some respondents may have answered some questions differently than they would have if they had been interviewed while they were still in the DEP. However, this disadvantage must be weighed against the advantage of reduced project costs and larger sample subgroup sizes resulting from employing a concurrent, rather than a predictive design.

Having stated these caveats, a brief synopsis of the results is in order. The findings for the DEP loss group indicated that most individuals who separated while in the DEP did so because:

1. they were dissatisfied with their occupational assignment (39.74 percent);
2. they decided to attend school (39.22 percent);
3. they thought they could find a civilian job (32.21 percent);
4. they experienced a change in attitude toward the Army and/or military service (i.e. they did not think they would like Army life -- 31.69 percent); or
5. they found a civilian job (31.17 percent).

In addition, the likelihood of a change in attitude was greater if:

1. information about Army benefits had not been provided by the recruiter;
2. there was dissatisfaction with the occupational assignment;

3. the individual felt that the recruiter put too many demands on his or her time; or
4. the individual's family or friends did not encourage enlistment.

Demographic variables were related, to some degree, to reasons for dropping out of the DEP. The principal findings show that:

1. of the 39 individuals separating from the DEP in order to get married, there were proportionately more females than males;
2. high school diploma graduates are more likely to separate due to dissatisfaction with the MOS assignment than are seniors and non-graduates;
3. seniors and graduates are more likely to separate in order to further their educations than are non-graduates;
4. Caucasians more likely to separate due to changing their minds about wanting Army careers than are individuals of other racial/ethnic groups;
5. Caucasians are more likely to leave because of having found better civilian jobs than persons of other racial/ethnic groups;
6. The proportion of Blacks who drop out of the DEP to further their educations or because of college scholarships is greater than that for caucasian and other racial/ethnic groups;

7. individuals in the Northeast are more likely to separate because they think they can find better civilian jobs than are those from other regions;
8. of the 71 individuals who separated because they would miss their girlfriends (boyfriends) or spouses, there were proportionately more from the North Central Region than from the other regions;
9. seventeen, 18 and 19 year old recruits are more likely than 20 year olds and above to separate in order to further their educations; and
10. seventeen year olds are more likely than older individuals to separate from the DEP because of receiving college scholarships.

The following relationships were observed between length of time in the DEP and reasons for dropping out of the DEP:

1. individuals who remained in the DEP for three to four months were less likely to separate in order to pursue an education than those who spent zero to two months or five or more months in the DEP;
2. those who spent three to six months in the DEP were less likely to separate because of a college scholarship than those who remained for zero to two months or seven or more months; and
3. those who spent three to four months in the DEP were less likely to separate because they were needed at home



than those who were in the DEP for zero to two months or five months or more.

About one-fourth of the DEP losses surveyed never told the recruiter of their intentions to separate from the Army. Most of the remaining respondents reported that they had notified their recruiter a few weeks or more before their PADD. When they were notified of the recruit's intention, recruiters, in the vast majority of cases, took positive steps to persuade the recruit to fulfill his or her contract obligation.

The results for DEP accessions who separated from active duty within the first six months indicate that the main reasons for separation included:

1. dissatisfaction with Army life (63.86 percent);
2. the expectation of finding a civilian job (41.58 percent); and
3. plans to attend school (34.65 percent).

The likelihood of a change in attitude was found to be greater if:

1. the individual did not get along well with his or her recruiter;
2. the individual felt that the recruiter put too many demands on his or her time;
3. the individual did not attend the types of DEP activities which would have provided more information about the Army; or
4. the individual thought that he or she could have found a better civilian job.

Also, demographic variables and length of time in the DEP were not found to be related to the reasons given by respondents for separating from active duty. A final note on the active duty loss subgroup is that the vast majority separated during training.

Several noteworthy conclusions may be drawn by comparing the DEP loss and DEP accession/active duty loss groups on the basis of their responses to Question 13. First, dissatisfaction with the occupational assignment is not nearly as important a reason for separation for active duty losses as for DEP losses. It may be the case that people who are dissatisfied with their assignment are more likely to separate from the DEP rather than enter active duty. Dissatisfaction (or expected dissatisfaction) with Army life and the pursuit of outside opportunities (i.e. civilian job or school) were among the most important responses for both groups. This affirms the need for socialization of recruits prior to accession. That is, if recruiters effectively use delayed entry to: 1) provide more information about the Army, 2) help recruits to adopt the appropriate values, attitudes and norms, and 3) foster a sense of commitment to the Army, then recruits will be less likely to actively pursue other opportunities. The expected result would be a reduction in the number of DEP losses and early active duty losses.

For the analyses performed on the total sample, a number of findings reflected favorably on the performance of recruiters and guidance counselors. Specifically, it was found that most recruiters do provide information about Army benefits and talk with the

applicant about his or her background and interests when applying for enlistment. Also, most applicants' experiences at the MEPS tended to be positive, for the most part. Furthermore, most recruiters appeared to have interacted well with their recruits and kept in touch with them on a regular basis.

In spite of these favorable findings, there is some room for improvement. Over one-third of the respondents did not feel that the guidance counselor had helped them to choose an MOS that was "right for them." Almost 45 percent of the respondents would have liked more DEP meetings and activities. Also, slightly more than one-half of the sample reported that the recruiter never held DEP meetings and activities.

Regarding changes in MOS or PADD, a relatively small proportion of the total sample (14.10 percent) made such changes. About one-half of the respondents knew that changes could have been made.

In all, 20 interview items showed a statistically significant relationship to the criterion (DEP loss, active duty loss, completion of at least 1 year of active duty). For most of these items, however, the magnitude of the contingency coefficient was too small to be of practical significance. Findings which were of practical significance indicated that:

1. individuals who did not get along well with their recruiters were more likely to become DEP losses;
2. those who attended DEP activities more frequently were more likely to complete at least 1 year of active duty; and

3. those who made more than one change in MOS or PADD were more likely to become DEP losses or to complete at least 1 year of active duty, rather than being active duty losses.

The third finding is somewhat difficult to interpret. One possible explanation is that some individuals are relatively certain about the type of occupation that they desire. If the MOS they want is unavailable at the time of enlistment, they will repeatedly delay their PADD until they are able to be assigned to that MOS. Those who are persistent enough to eventually be assigned to their desired MOS may tend to be very committed to their enlistment decision and thus be more likely to complete their term of enlistment than individuals who did not have to put forth as much effort to obtain their MOS. Those who are unable to be assigned to their desired MOS, after repeatedly delaying their PADD, may tend to become frustrated and dissatisfied, and eventually separate.

In drawing conclusions from the findings of this study, it is useful to return to the theoretical model outlined in Chapter II. To reiterate, this model posited that DEP attrition is a function of:

1. personal characteristics of the recruit (demographic profile, personality variables, etc.);
2. changes in the recruit's valued outcomes after contracting;
3. changes in the recruit's perception of the Army as the best means of obtaining valued outcomes; and,



4. changes in the recruit's attitudes toward the Army and/or military service.

In addition, changes in valued outcomes, perceptions, and attitudes may result from:

1. experiences during the recruiting process or during the recruit's tenure in the DEP which cause him/her to have second thoughts about the enlistment decision; and/or
2. the influence of other people, such as peers and family members, etc.

Although the objective of this research was not to provide a thorough test of the model, a number of points were at least partially confirmed. First of all, certain demographic characteristics of DEP losses were related to reasons for separation. Thus, personal characteristics of the recruit seem to play a role in the decision of whether or not to proceed.

No attempt was made in this study to measure changes in valued outcomes after contracting. In order to obtain accurate measures of such changes, it would be necessary to interview recruits shortly after contracting, and then again at a later time during their tenure in the DEP. Certain valued outcomes held by individuals when they contracted were found to be related to accession/attrition decisions but the magnitude of the relationship was considered to be too small to be of practical significance.

The reasons for separation given by the DEP loss group provide some evidence relating to the assertion in the model that



DEP attrition is partly a function of changes in the recruits perception of the Army as the best means of obtaining valued outcomes. Substantial numbers of DEP losses stated that they had dropped out of the DEP because they: 1) had not been assigned the MOS that they had requested, 2) found better civilian jobs, 3) thought that they could find better civilian jobs, or 4) decided to go to school. Thus, there is some support for the portion of the model relating to changes in the recruit's perception of the Army as the best means of obtaining valued outcomes.

DEP attrition was also hypothesized to result, at least in part, from a change in attitude toward the Army and/or military service occurring during the individual's tenure in the DEP. Again the best method for measuring such changes would be to interview recruits shortly after they had contracted and at a later point during their time in the DEP. However, an affirmative response to item 13g ("I thought I would not like Army life.") as a reason for dropping out of the DEP was used as a substitute measure of change in attitude for the DEP loss group.

Since this item did not apply to active duty losses or to the group who had completed one year of active duty, there was no measure of change in attitude toward the Army which occurred during the respondents' tenure in the DEP for these two groups. Thus, it was impossible to sufficiently test the hypothesis that accession/attrition decisions are influenced by such changes. However, several correlates of this change in attitude were identified. One set of correlates had to do with experiences

during the recruiting process or during the recruit's tenure in the DEP (i.e. whether or not the recruiter had provided information about Army benefits, whether or not the recruit was satisfied with the MOS assignment he or she had received, and whether or not the individual felt that the recruiter had put too many demands on his or her time. The second set of correlates had to do with the situation in which the individual's family or friends had not advocated enlistment.

There is some support, therefore, for a number of the points in the model. More importantly, however, the model is useful in organizing the findings of this study in order to determine the implications of the study for recruiting practice.

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## VI. IMPLICATIONS AND RECOMMENDATIONS

The findings of this study have a number of implications for recruiting practice and future research efforts. One of the most frequently stated reasons for separation from the DEP was dissatisfaction with the occupational assignment. It is important, then, that applicants perceive that their occupational preferences are being considered, that they are, in fact, able to choose from a range of alternatives. If they leave the MEPS with the impression that their choice of an Army occupation was entirely out of their hands, they are very likely to become dissatisfied with their occupational assignments. Clearly, dissatisfaction with the MOS assignment is one of the major factors contributing to DEP loss and also contributes, to some extent, to separation from the Army while in training. Current research and development, sponsored by the Army Research Institute, on the Enlisted Personnel Allocation System, should alleviate this problem to some degree.

On the other hand, it is inevitable that some recruits will become dissatisfied with their MOS assignments. This will be due, in many cases, to unrealistic expectations on the part of the applicants. In the opinion of the authors,<sup>7</sup> it may become necessary for guidance counselors to help applicants reevaluate their

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<sup>7</sup>The discussion regarding the roles of guidance counselors and recruiters reflects the authors' opinions and is not derived entirely from the empirical results of this study.

perceptions about their own aptitudes and their occupational preferences in a way that does not threaten their self esteem. In other cases, the options, in terms of occupational choices, will be severely limited by the training slots that are available. In such cases, the recruiter can play a role in helping to dissuade feelings of dissatisfaction by effectively using the DEP to socialize recruits and build commitment. This will be addressed in greater detail below.

The recruiter can also play an important role in the assignment process by providing information to guidance counselors about the valued outcomes (including buying motives) of the applicant. Conventional wisdom also dictates that the recruiter should not do or say anything, prior to the applicant's visit to MEPS, which would promote unrealistic expectations on the part of the applicant. For instance, it is important for recruiters to follow the rule of selling the Army, not the job.

In addition to occupational assignment, the experiences of recruits during their tenure in the DEP are important. Some researchers (e.g. Manganaris and Phillips, 1985) have viewed the DEP, either explicitly or implicitly, as a mechanism for screening out people who are likely to separate from active duty during or shortly after training. While it is true that some individuals will inevitably be lost and some weeding out is good, it also seems appropriate to consider the DEP as an opportunity to socialize the recruit prior to active duty. From the perspective of the recruit, the DEP may be viewed as a chance to learn more



about the Army, to learn more about behavioral norms, and to adopt a new set of attitudes and values consistent with the goals of the Army. From the Army's point of view, the DEP can be a mechanism for building commitment and for enhancing the satisfaction of recruits with their enlistment decisions.

Clearly, then, effective DEP management is one of the keys to minimizing DEP losses and early active duty losses. The responsibilities of the recruiter in effectively managing the DEP should include:

1. maintaining a good relationship with DEP members;
2. having frequent contact with recruits;
3. understanding the recruit, in terms of enlistment motivation, and helping the recruit to achieve the objectives which he or she intended to pursue through military service;
4. providing more information about the Army to individuals who have already contracted; and
5. fostering cohesiveness among DEP members.

It is evident, from the results of this study, that most recruiters are doing well on the first two points, but there is apparently some room for improvement in the other three areas of DEP management.

In considering the third point, it is useful to categorize recruits in terms of the valued outcomes they have sought to attain through Army enlistment. These valued outcomes seem to

fall into four major categories<sup>8</sup> which reflect the orientation of the recruit. These categories are:

1. Army career orientation;
2. college orientation;
3. job orientation; and
4. need for a change in circumstances.

In the opinion of the authors, recruits who are genuinely interested in an Army career are probably the least likely to separate, since they presumeably enter the recruiting process with at least a minimal degree of commitment. Also, relatively few of the respondents from the DEP loss group who had joined the Army because they wanted an Army career reported changing their minds about an Army career as the reason for dropping out of the DEP. However, it is likely that the MOS assignment is more important to this group of individuals than to any of the others. Dissatisfaction with the MOS assignment is likely to result in dissatisfaction with the decision to enlist, thus undermining commitment to the Army.

College-oriented recruits are also more likely to fulfill their contract obligations. This is because individuals who join the Army primarily for the educational benefits are less likely

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<sup>8</sup>These categories are offered as a heuristic device for considering the implications of the study. They should not be considered as a set of categories which resulted from the empirical findings. Also, while the discussion of the motivation and behavior of individuals in each category stems from the conclusions of the study, much of the discussion is based upon the authors' application of organizational behavior concepts to the problem at hand.

to have other options (i.e. grants, scholarships, or student loans) available to them than other college-oriented individuals. However, some college-oriented recruits will pursue other avenues to fund their educations after contracting with the Army. Thus, it is extremely important for recruiters to be well informed about Army educational benefits. In comparing Army educational benefits to student loan programs, it might be useful to emphasize the financial burden of conventional student loan repayment. Also, since educational benefits are of primary importance, college-oriented recruits may be less concerned with the MOS assignment. They may, in fact, be more willing to accept whatever is offered to them, as long as they are able to achieve their primary goal. The exception would arise in the case of recruits who desire training in a technical area that they plan to pursue in college.

Job-oriented recruits are those who enlist primarily for skill training and job experience to prepare them for civilian employment. These individuals are more likely to separate if: 1) they are dissatisfied with their MOS assignments, or 2) opportunities for civilian employment become available. Also, these individuals may look for civilian jobs while they are in the DEP. They may tend to be more influenced by family or friends who do not want them to leave home and they may be more likely to develop unfavorable impressions about the Army if their expectations are not fulfilled.

The fourth category consists of individuals who enlist in order to bring about a change in their current circumstances. These may be individuals who are not particularly interested in a specific type of training but are simply looking to the Army for employment. Alternatively, they may view the Army as a means for becoming independent from their families. These individuals differ from those in the other categories in that they do not have a specific goal in mind when they enlist. Since dedication to one's own goals is fundamental in developing a sense of commitment to the Army, they will tend to be less committed. One way of dealing with such individuals is to help them to establish goals early in the recruiting process.

Clearly, recruits differ in their orientations toward Army service. Therefore, an important component of effective DEP management is the ability to assess the recruit's orientation and to work toward achievement of his or her objectives. One important problem for recruiters after the signing of the contract is that of overcoming dissatisfaction with the MOS assignment. It is useful, first of all, for the recruiter to determine whether the recruit is satisfied or dissatisfied with the assigned MOS. If there is enough dissatisfaction to warrant concern, then it may be necessary to inform the recruit of the possibility of changing his or her MOS if a training slot becomes available. However, in such cases, the nature of the psychological contract is altered if the expectations of the recruit have been raised. Thus it may be necessary for the recruiter to keep informed of



openings as they become available and to try to have the recruit assigned to the desired MOS.

Finally, DEP activities should be used as a means of providing more information about the Army and for fostering a sense of cohesiveness among DEP members. An apparent paradox in the results of this study is that recruits who felt that the recruiter put too many demands on their time were more likely to have a change in attitude toward the Army, yet many of the DEP losses said that they would have liked more DEP meetings and activities. One explanation for this is that DEP activities they attended did not provide the kind of information they desired or promote a sense of belonging to the organization. As a result, they may have felt that the time spent in DEP activities was being wasted.

During the initial phase of organizational entry, individuals tend to seek out more information about the organization. In particular, they look for information that will help them to 1) adjust to their role in the organization, 2) fit in with their work group, and 3) feel satisfied that they have made a good decision in joining the organization. DEP activities may provide such information through the use of films, special speakers, and question and answer sessions which present both positive and negative aspects of Army life and encourage a sense of pride in serving one's country. Also, the opportunity to meet with soldiers from the area who are home on leave (a day of temporary duty could be arranged for this purpose) would probably help recruits to develop realistic perceptions about the Army. Other types of



DEP activities could serve to foster cohesiveness among DEP members. Social functions obviously serve this purpose, to some extent. It would perhaps be useful, during social functions, to set aside some time for recognition of special accomplishments of recruits. For instance, DEP members who have influenced a friend to enlist or apply for enlistment could be given specials awards.

In conclusion, it is evident that recruiters would have to spend more time to improve efficiency in DEP management. The expected benefit is a reduction in the number of DEP losses, thus obviating, to some extent, having to find direct shippers at the end of the month to make up for such losses.

One important objective for future research on this topic would be to estimate the additional time that would be required for recruiters to implement the recommendations presented above, concerning the socialization of DEP members. In addition, the amount of reduction in DEP losses resulting from utilizing this approach to DEP management should also be estimated. These estimates could be incorporated into existing models for examining policy options concerning the Delayed Entry Program.

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APPENDIX A:

Telephone Interview and Questionnaire

Telephone Interview Questions  
for Delayed Entry Program Attrition Study

Name of respondent	_____	
	Last Name	First Name
SSN of respondent	_____	
Telephone number	(      ) _____	
Sample	DEP loss	_____
	DEP accession/active duty loss	_____
	DEP accession	_____
Status at DEP entry	High school senior	_____
	Not in high school	_____
Date contacted	_____	
Initials of interviewer	_____	
Comments		

Hello, I'm \_\_\_\_\_, calling from the Naval Postgraduate School in Monterey, California. We are conducting a government survey approved by the Office of Management and Budget (with approval number 0702-0066 and expiration date December 31, 1985). I'm calling people who were recently in the Army's Delayed Entry Program to gather information that will help us improve the program. All answers will only be used for this study and will not be released to anyone. If I may, I would like to ask you a few questions about your experiences in the Delayed Entry Program or DEP.

1. Which of the following reasons tell why you wanted to join the Army? Please say "Yes" or "No" for each reason.

- |                              |                             |    |   |
|------------------------------|-----------------------------|----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | I wanted to serve my country.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | I wanted a job with good pay and benefits.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | I felt that the Army offered a lot of opportunity for advancement.                          |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | I wanted to travel.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | I wanted a career in the Army.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | f. | I wanted the job training that I could get from the Army.                                   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | g. | I needed financial aid to go to college.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | h. | I wanted an interesting job.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | i. | There weren't many civilian jobs available.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | j. | I wanted to be independent from my family.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | k. | Was there any other reason that you wanted to join the Army? (If yes,) what was the reason? |

2. Which of the following answers describe your experience when you first talked with a recruiter about joining the Army? Please say "Yes" or "No" for each answer.

- |                              |                             |    |   |
|------------------------------|-----------------------------|----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | The recruiter asked me what my interests were in joining the Army, for instance, service to my country, money, travel, etc.                     |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | The recruiter asked me several questions about my personal background.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | The recruiter gave me information about Army benefits.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | The recruiter used the Joint Optical Information Network or JOIN computer video system to ask questions and give me information about the Army. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | I took a test called the Computerized Adaptive Screening Test using the computer.   |

3. Which of the following answers describe the actions of the guidance counselor when you went for processing at the Military Enlistment Processing Station or MEPS? Please say "Yes" or "No" for each answer.

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. He showed me a television segment about an occupational specialty.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. He gave me information about more than one occupational specialty.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. He helped me to choose an occupational specialty that was right for me.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. He tried to talk me into taking an occupational specialty that I didn't want.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. The occupational specialty that I wanted was unavailable, but he promised me that I could change it at a later date. |

4. How many miles was it from your home to your recruiting station when you were in the Delayed Entry Program?

- a. Less than 1 mile.
- b. 1 to 5 miles.
- c. 6 to 10 miles.
- d. 11 to 15 miles.
- e. More than 15 miles.

5. Which of the following answers describe your experience in the Delayed Entry Program or DEP? Please say "Yes" or "No" for each answer.

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. I got along well with my recruiter.                    |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. My recruiter put too many demands on my time.          |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. I would have liked more DEP meetings and activities.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. My recruiter was easy to reach.                        |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. My recruiter showed a real interest in me as a person. |

6. How often did you talk to your recruiter while you were in the Delayed Entry Program?

- a. At least twice a week.
- b. About once a week.
- c. About twice a month.
- d. About once a month.
- e. Less than once a month.
- f. I did not talk to my recruiter while I was in the DEP.

7. While you were in the Delayed Entry Program, which of the following activities did you attend? Please say "Yes" or "No" for each activity.

- |                              |                             |    |   |
|------------------------------|-----------------------------|----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | Social functions with other people in the DEP.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | Films, speakers, or question and answer sessions to give you more information about the Army.     |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | Training sessions; for example, drill and ceremonies or first aid training.                       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | Field trips to Army posts.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | Did you attend any other types of DEP activities that I didn't mention? (If yes,) what were they? |

8. How often did your recruiter hold Delayed Entry Program activities?

- a. More than once a month.
- b. About once a month. (go to question 8.1 below)
- c. Less than once a month.
- d. Never. **(GO TO QUESTION 10 ON NEXT PAGE)**

8.1 How often did you attend Delayed Entry Program activities?

- a. More than once a month.
- b. About once a month. (go to question 8.2)
- c. Less than once a month.
- d. Never. (go to question 9)

8.2 Did you ever miss any Delayed Entry Program activities?

- |                              |   |
|------------------------------|---|
| <input type="checkbox"/> Yes | (go to question 9 below)                |
| <input type="checkbox"/> No  | <b>(GO TO QUESTION 10 ON NEXT PAGE)</b> |

9. What were your reasons for missing Delayed Entry Program activities? Please say "Yes" or "No" for each answer.

- |                              |                             |    |  |
|------------------------------|-----------------------------|----|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | I didn't have transportation.                              |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | I had other plans or commitments.                          |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | I was sick or injured.                                     |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | I wasn't interested.                                       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | Was there any other reason? (If yes,) what was the reason? |

10. Did you change your occupational specialty or the date that you were scheduled for active duty while you were in the Delayed Entry Program?

☐ Yes (go to question 10.1a)

☐ No (go to question 10.2)

10.1a. Did you make these changes more than once?

☐ Yes ☐ No

10.1b. What was the reason for making these changes?

(Go to question 11)

10.2. Did you know that you could have made these kinds of changes?

☐ Yes ☐ No

11. Was it easy or hard for most young people to find a good civilian job at the time when you entered the Delayed Entry Program?

☐ Easy ☐ Hard

12. While you were in the Delayed Entry Program, did it become easier or harder for most young people to find a good civilian job, or did the chances of finding a civilian job stay about the same?

☐ Easier ☐ Harder ☐ Stayed about the same



### Additional Questions for DEP Losses

13. Which of the following reasons tell why you dropped out of the Delayed Entry Program? Please say "Yes" or "No" for each reason.

- |                              |                             |    |   |
|------------------------------|-----------------------------|----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | I changed my mind about wanting an Army career.                                       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | I was not able to get the job training assignment that I wanted.                      |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | I found a better civilian job.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | I thought that I could find a better civilian job.                                    |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | I decided to go to school.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | f. | I got a college scholarship.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | g. | I didn't think I would like Army life.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | h. | My family wanted me to drop out.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | i. | I would miss my girlfriend (boyfriend) or spouse.                                     |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | j. | I decided to get married.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | k. | I was needed at home (for instance, there was a serious illness in the family).       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | l. | I had a medical separation. <b>(DO NOT GO ON TO QUESTIONS 14 AND 15)</b>              |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | m. | I had a moral separation. <b>(DO NOT GO ON TO QUESTIONS 14 AND 15)</b>                |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | n. | Was there any other reason why you dropped out of DEP? (If yes,) what was the reason? |

14. How long before you were supposed to enter active duty did you first tell your recruiter that you wanted to leave DEP?

- a. A few months before.
- b. About one month before.
- c. A few weeks before.
- d. About one week before.
- e. A few days before.
- f. The day before.
- g. On the day that I was to enter active duty.

15. What did your recruiter do when you told him that you wanted to leave the DEP? Please say "Yes" or "No" for each answer that tells what your recruiter did.

- |                              |                             |    |   |
|------------------------------|-----------------------------|----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | Tried to talk me out of leaving DEP.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | Gave me more information about the Army.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | Offered to change my occupational specialty.                                      |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | Offered to change my active duty date.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | Told me that I was obligated to go because I had signed a contract.               |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | f. | Did nothing.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | g. | Did your recruiter do anything else that I didn't mention? (If yes,) what was it? |

Additional Questions for DEP Accessions/Active Duty Losses

13. Which of the following reasons tell why you left the Army? Please say "Yes" or "No" for each reason.

- |                              |                             |    |  |
|------------------------------|-----------------------------|----|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | a. | I was not able to get the job training assignment that I wanted.                 |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | b. | I thought that I could find a better civilian job.                               |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | c. | I decided to go to school.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | d. | I didn't like Army life.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | e. | I missed my girlfriend (boyfriend) or spouse.                                    |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | f. | I was needed at home (for instance, there was a serious illness in the family).  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | g. | I had a medical separation. (DO NOT GO ON TO QUESTION 14)                        |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | h. | I had a moral separation. (DO NOT GO ON TO QUESTION 14)                          |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | i. | Was there any other reason why you left the Army? (If yes,) what was the reason? |

14. Did you leave the Army while you were in training or after joining a unit?

☐ While in training    ☐ After joining a unit



# APPENDIX B:

## Supplemental Tables

Table B-1

Chi-Square Tests for Independence Between  
Gender and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Phi Coefficient</u>
a. Changed mind about wanting Army career	0.94	.33	-.05
b. Not able to get desired training assignment	0.19	.66	.02
c. Found better civilian job	2.47	.12	.08
d. Thought they could find better civilian job	0.20	.66	.02
e. Decided to go to school	0.00	.95	.00
f. Got a college scholarship	0.94	.33	-.05
g. Thought they might not like Army life	0.01	.91	.01
h. Family influence	2.51	.11	-.08
i. Influence of girl(boy)friend or spouse	3.17	.07	-.09
j. Decided to get married	20.76	.00	-.23
k. Needed at home	1.25	.26	-.06
n. Other	0.93	.34	.05

Table B-2  
Chi-Square Tests for Independence Between  
AFQT Category and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Changed mind about wanting Army career	10.11	.07	.16
b. Not able to get desired training assignment	2.83	.73	.09
c. Found better civilian job	0.88	.97	.05
d. Thought they could find better civilian job	2.84	.72	.09
e. Decided to go to school	2.23	.82	.08
f. Got a college scholarship	1.93	.86	.07
g. Thought they might not like Army life	4.46	.49	.11
h. Family influence	5.31	.38	.12
i. Influence of girl(boy)friend or spouse	5.52	.14	.12
j. Decided to get married	3.81	.58	.10
k. Needed at home	2.80	.73	.09
n. Other	7.59	.18	.14



Table B-3  
Chi-Square Tests for Independence Between  
Level of Education<sup>1</sup> and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Changed mind about wanting Army career	--- <sup>2</sup>	---	---
b. Not able to get desired training assignment	8.74	.03	.15
c. Found better civilian job	3.85	.28	.10
d. Thought they could find better civilian job	1.77	.62	.07
e. Decided to go to school	12.13	.01	.18
f. Got a college scholarship	---	---	- - -
g. Thought they might not like Army life	8.00	.05	.14
h. Family influence	---	---	---
i. Influence of girl(boy)friend or spouse	---	---	---
j. Decided to get married	---	---	---
k. Needed at home	---	---	---
n. Other	---	---	---

<sup>1</sup>At time of entry into the DEP.

<sup>2</sup>Over 20 percent of the cells had expected frequencies less than 5. The contingency table was so sparse that chi-square might not be a valid test.

Table B-4  
Chi-Square Tests for Independence Between  
Racial/Ethnic Group and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Changed mind about wanting Army career	8.25	.02	.15
b. Not able to get desired training assignment	2.22	.33	.08
c. Found better civilian job	6.07	.05	.13
d. Thought they could find better civilian job	3.72	.16	.10
e. Decided to go to school	12.93	.00	.18
f. Got a college scholarship	22.25	.00	.24
g. Thought they might not like Army life	2.97	.23	.09
h. Family influence	0.04	.98	.01
i. Influence of girl(boy)friend or spouse	3.31	.19	.09
j. Decided to get married	4.97	.08	.11
k. Needed at home	2.59	.27	.08
n. Other	5.71	.06	.12

Table B-5  
Chi-Square Tests for Independence Between  
Census District and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Changed mind about wanting Army career	0.26	.97	.03
b. Not able to get desired training assignment	1.21	.75	.06
c. Found better civilian job	0.74	.86	.04
d. Thought they could find better civilian job	7.86	.05	.14
e. Decided to go to school	3.92	.27	.10
f. Got a college scholarship	4.62	.21	.11
g. Thought they might not like Army life	4.04	.26	.10
h. Family influence	6.08	.11	.13
i. Influence of girl(boy)friend or spouse	8.03	.05	.14
j. Decided to get married	5.94	.11	.12
k. Needed at home	3.46	.33	.10
n. Other	2.89	.51	.08

Table B-6  
Chi-Square Tests for Independence Between  
Age<sup>1</sup> and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Changed mind about wanting Army career	1.91	.74	.07
b. Not able to get desired training assignment	6.33	.18	.13
c. Found better civilian job	5.39	.25	.12
d. Thought they could find better civilian job	8.10	.09	.15
e. Decided to go to school	16.56	.00	.21
f. Got a college scholarship	14.83	.01	.20
g. Thought they might not like Army life	3.20	.53	.09
h. Family influence	7.96	.09	.14
i. Influence of girl(boy)friend or spouse	3.68	.45	.10
j. Decided to get married	1.73	.79	.07
k. Needed at home	0.49	.97	.04
n. Other	2.20	.70	.08

<sup>1</sup>At time of entry into the DEP

Table B-7  
Chi-Square Tests for Independence Between  
Length of Time in the DEP and Responses to Question 13  
for Voluntary DEP Losses

Question 13. Reasons for dropping out of DEP

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Changed mind about wanting Army career	8.27	.14	.15
b. Not able to get desired training assignment	2.74	.74	.09
c. Found better civilian job	10.83	.06	.17
d. Thought they could find better civilian job	2.69	.75	.09
e. Decided to go to school	15.10	.01	.20
f. Got a college scholarship	22.87	.00	.24
g. Thought they might not like Army life	4.95	.42	.12
h. Family influence	2.71	.75	.09
i. Influence of girl(boy)friend or spouse	8.79	.12	.15
j. Decided to get married	8.68	.12	.15
k. Needed at home	11.68	.04	.18
n. Other	3.22	.67	.09



Table B-8  
Chi-Square Tests for Independence Between  
Gender and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Phi Coefficient</u>
a. Not able to get desired training assignment	2.13	.14	.10
b. Thought they could find better civilian job	2.98	.08	.12
c. Decided to go to school	1.98	.16	.10
d. Didn't like Army life	0.01	.91	.01
e. Missed girlfriend/boyfriend/spouse	0.54	.46	-.05
f. Needed at home	0.03	.86	-.01
i. Other	0.37	.55	.04

Table B-9  
Chi-Square Tests for Independence Between  
AFQT Category and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Not able to get desired training assignment	3.78	.44	.14
b. Thought they could find better civilian job	5.69	.22	.17
c. Decided to go to school	7.96	.09	.19
d. Didn't like Army life	4.81	.31	.15
e. Missed girlfriend/boyfriend/spouse	3.15	.53	.12
f. Needed at home	5.74	.22	.17
i. Other	3.38	.50	.13

Table B-10  
Chi-Square Tests for Independence Between  
Level of Education<sup>1</sup> and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Not able to get desired training assignment	0.41	.94	.05
b. Thought they could find better civilian job	3.03	.39	.12
c. Decided to go to school	1.39	.71	.08
d. Didn't like Army life	0.19	.98	.03
e. Missed girlfriend/boyfriend/spouse	2.42	.49	.11
f. Needed at home	1.22	.75	.08
i. Other	5.49	.14	.16

<sup>1</sup>At time of entry into the DEP

Table B-11  
Chi-Square Tests for Independence Between  
Racial/Ethnic Group and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Not able to get desired training assignment	1.23	.54	.08
b. Thought they could find better civilian job	0.39	.82	.04
c. Decided to go to school	1.18	.56	.08
d. Didn't like Army life	0.51	.77	.05
e. Missed girlfriend/boyfriend/spouse	3.80	.15	.14
f. Needed at home	0.33	.85	.04
i. Other	1.29	.53	.08

Table B-12  
Chi-Square Tests for Independence Between  
Census District and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Not able to get desired training assignment	5.89	.12	.17
b. Thought they could find better civilian job	2.66	.45	.11
c. Decided to go to school	1.32	.73	.08
d. Didn't like Army life	4.54	.21	.15
e. Missed girlfriend/boyfriend/spouse	0.54	.91	.05
f. Needed at home	2.72	.44	.12
i. Other	1.17	.76	.08



Table B-13  
Chi-Square Tests for Independence Between  
Age and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Not able to get desired training assignment	4.09	.39	.14
b. Thought they could find better civilian job	5.67	.22	.17
c. Decided to go to school	8.54	.07	.20
d. Didn't like Army life	2.01	.73	.10
e. Missed girlfriend/boyfriend/spouse	2.23	.69	.10
f. Needed at home	5.82	.21	.17
i. Other	2.58	.63	.11

<sup>1</sup>At time of entry into the DEP

Table B-14  
Chi-Square Tests for Independence Between  
Length of Time in the DEP and Responses to Question 13  
for DEP Accession/Voluntary Active Duty Losses

Question 13. Reasons for separating from the Army

<u>Item</u>	<u>Chi-Square</u>	<u>p</u>	<u>Contingency Coefficient</u>
a. Not able to get desired training assignment	---- <sup>1</sup>	---	---
b. Thought they could find better civilian job	8.25	.14	.20
c. Decided to go to school	8.76	.12	.20
d. Didn't like Army life	2.98	.70	.12
e. Missed girlfriend/boyfriend/spouse	----	---	---
f. Needed at home	----	---	---
i. Other	6.27	.28	.17

<sup>1</sup>Over 20 percent of the cells had expected frequencies less than 5. The contingency table was so sparse that chi-square might not be a valid test.

# REPORT DOCUMENTATION PAGE

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19 ABSTRACT (Continue on reverse if necessary and identify by block number)			
<p>The purpose of this study was to examine the relative influence of personal and situational factors on Delayed Entry Program (DEP) accession/attrition decisions. In addition to demographic characteristics, this study focused on variables such as experiences during the recruitment process and valued outcomes the recruit expected to obtain from military service.</p> <p>Telephone interviews of 1,000 individuals participating in the DEP during FY 1984 were conducted to gather information pertaining to individuals' valued outcomes, experiences in the recruiting process, perceptions of job market conditions, participation in DEP activities, etc. Item response distributions were examined to provide descriptive statistics. Chi-square tests for independence between each survey item</p>			
20 DISTRIBUTION AVAILABILITY OF ABSTRACT <input type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS RPT <input type="checkbox"/> DTIC USERS		21 ABSTRACT SECURITY CLASSIFICATION	
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and the criterion (i. e., separation from the DEP, separation from active duty, or completion of one year of active duty) showed that 20 of the 47 item/criterion correlations were statistically significant at the .05 level.

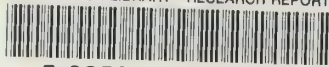
The findings indicated that satisfaction with the occupational assignment was an important factor in accession/attrition decisions. Also important were the experiences of recruits during their tenure in the DEP.

Implications of the results for effective DEP management and pre-accession socialization are discussed.

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